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Identifiers-Guilford's Structure of Intellect

As a first step in a research effort directed toward formulation of a theory of instruction which would lead to prediction and control of classroom events, data related to teacher-pupil communication, student covert thinking, and teacher and pupil overt thinking was collected by two observers working over a 5-day period with each of nine junior high school English classes. Sociometric and intelligence data, pupil covert thoughts (about four samplings per class per class period), and typescripts from tape recordings of the 45 lessons were categorized. Systematic analysis (not yet completed) has revealed correlations between the level of teacher thinking and the frequency and level of student thinking which will lead to further empirical and theoretical examination of the concepts of dispersion, intensity, and duration of covert student thinking. Such research it is hoped will isolate teaching strategies to be tested under field experimental conditions for recommended use in teacher training. (Included are chapters discussing the study's three focal issues--classroom communication, thinking, and learning; a 27-item reference list; the system of coding typescripts--the Aschner system based on Guilford's Structure of Intellect; and a 430-page appendix containing coding sheets for typescript protocols, graphs compiled from them, and daily percentage totals of intellectual levels.) (JS)

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CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LABORATORY

A STUDY OF CLASSROOM INTERACTION AND THINKING

by

Bryce B. Hudgins
William P. Ahlbrand, Jr.

FOR EDUCATIONAL

RESEARCH
INNOVATION
DIFFUSION
IMPLEMENTATION

INTERIM REPORT

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Bryce B. Hudgins

and

William P. Ahlbrand, Jr.

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Ironically, all of us who have been associated with this project owe our deepest debts of gratitude to a group whom we cannot publicly acknowledge; namely, the administrators, teachers, and students of the nine classes that participated in the project.

The Study of Teaching

It has become evident in recent years that students of teaching must examine with great care the phenomena about which they want to talk if they are to be listened to, and if what they have to say is to make a difference in the educational institution, specifically in the school lives of teachers and students. Our catalogue of knowledge about classroom behavior is peculiarly free of baseline data pertinent to such issues as the quantity and distribution of communication in the classroom, the impact of momentary stimuli upon the overt and covert thoughts of students, the relationships between such sets of thoughts, and the intriguing question of what students think about while they are sitting in classrooms. In short, the level of observation, data, and analysis that appears to be appropriate to this moment in the history of educational research is one that attempts to examine with some intensity the molecular structure of life in the classroom. What are the events that go on in classrooms? How does Billy spend his time in class? What happens when he tries to enter into the classroom discussion? Is his experience in this regard the same as or different from that of other students? And always the questions that will increase our understanding of the classroom nag us: how regular are these events, to what extent are they predictable, can they be controlled, do we know enough now to control them?

The authors are not among those who decry the futility of efforts to understand the instructional process. Quite to the contrary, they find the examination of classroom issues cast in the form of scientific observation and analysis among the most exciting and important questions of the day. That the search for answers to questions about teaching is turning out to be more complex and consequently more difficult than had earlier been dreamed is not so much a disappointment as it is a late and perhaps reluctant recognition by the educational research profession that hard facts must be faced in this pursuit, that there are no simple answers to questions, and that it is a will o' the wisp to have confidence in the power of single factor or single theory explanations of teacher behavior or teacher competence.

Attention can be paid profitably to earlier efforts of the kind described above. The literature of education is replete with scores of articles, books, and monographs addressed to the question of teacher competence. In fact, Domas and Tiedeman (1950) almost two decades ago were able to abstract more than one thousand such contributions, although admittedly many cannot legitimately be portrayed as research investigations. This pot pourri ranges from hortatory statements about the qualities of the competent teacher to the presentation of supervisory score cards for rating teacher competence to investigations of relationships between, for example, college grade point averages of teachers in their majors or in professional education courses and student teaching, and the scores of their students on some kind of measure of academic learning. That the substance of the findings of such studies is an absence of any stable relationship is fairly obvious and predictable. The discovery of any reliable relationship between such gross and simple measures would itself be an astounding one.

About the time of the Domas and Tiedeman bibliography, a spate of papers appeared that could only some time later be recognized as the death rattle of the move to discover the correlates of teacher competence. Though not the only publications which might be noted in this regard, two papers prepared by the American Educational Research Association Committee on the Criteria of Teacher Effectiveness are most prominent. The gist of these and other similar papers can be summarized in two major points. Some effort must be made to discriminate between ultimate and proximate criteria for the evaluation of teaching. For example, we may value the behavior of the informed citizen who votes regularly in all elections for which he is eligible, as an outcome of his educational experience, but it is scarcely possible to ferret out the role of his fifth grade teacher of social studies in developing this happy outcome. A more useful way to evaluate the effectiveness of such teaching is to specify criteria of behavior for fifth grade students that might reasonably be related through a long series of events to the ultimate goal. Secondly, the study of teaching must proceed through measures of changes in the behavior of pupils. This stricture tends to undermine the global conception of teacher competence. It is replaced at least with the notion that competence may be of a variety of kinds. The implication exists in such a prescription that we state instructional objectives, operationalize them, and define the competence of the teacher along a given dimension in terms of how well the objectives are realized. For example, an objective may be to "improve the problem solving ability of fourth grade pupils," which is operationalized in terms of the ability of pupils to solve correctly a given proportion of a set of specified problems in a given amount of time at some point in the academic year. The teacher whose pupils achieve such a goal is an effective teacher of arithmetic problem solving, but no assumption is made that she is equally effective as a teacher of reading comprehension or social adjustment or art appreciation. Although this conception is an improvement over earlier attempts to resolve competence into a single undifferentiated factor or ability, it retains many of the same limitations. Chief among these is the intimation that the criteria of competence are known on a priori grounds. This position seems to foreclose the possibility of careful but nonevaluative observation of what does go on in classrooms rather than what should or must go on in order to reach some conception of competence or effectiveness. Second, there is the issue of sketching out relationships between events inside the classroom (or outside it for that matter) and the behavior of pupils. Let us consider again the hypothetical fourth grade teacher of arithmetic whose competence as a promoter of problem solving ability we alluded to a moment earlier. In the general case, we would compare some measure of pupil problem solving ability made early in the semester with one made late, or toward the end of the school year, or other period of time over which the teacher has instructional responsibility for a given class of pupils. Several problems can be posed. If we wish to know, for example, whether Miss A's pupils increase their skill by a given amount between, say, October and April, the procedure just outlined is a reasonable one. This might be the case when we simply want to know whether pupils in our school district are gaining in knowledge commensurate with national or local norms for academic achievement, or even when we wish to know whether Miss A's teaching contract should be extended, whether she should be given a merit increment in salary, and so forth. This kind of information, however, is seldom desired by the educational researcher who is interested in the study and understanding of the instructional process. How would you answer the following questions, based upon the kind of data described above?

1. How much of the observed increment is attributable to the school, and how much to other forces? We can complicate this question by asking you further to discriminate between the influence of the teacher _per se_ and that exercised by the mere presence of children in a school environment. Theory and data to be considered in detail later in this monograph argue strongly and convincingly that this latter point is not of inconsiderable consequence.
2. Is the course of improvement in problem solving ability linear, negatively accelerated, positively accelerated, or of some other form? In other language, is the influence of the teacher's instruction of the class uniform and constant through all days and weeks of the school term or year?
3. What about the teacher's behavior is instrumental in leading to improved problem solving ability of her pupils?

These questions and others like them cannot be answered in the absence of observational data that inform us about the nature of events in the classroom.

There is at least one additional competing tradition in the study of teaching to which some consideration must be given. That is the tradition which substitutes questionnaires and self-reports for direct observation. It is well represented by the excellent and intriguing study of Cogan (1956) who investigated relationships between what he styled preclusive and inclusive teacher behaviors, and the amount of required work and self-initiated work done for class by pupils. Preclusive teacher behaviors, according to the theory developed by Cogan, tend to restrict pupils to the periphery of the decision making and planning processes. Inclusive teacher behaviors are those which manifest nurturance, warmth, and are directed toward making pupils central actors in instructional decisions and activities. Again, theoretically, pupils should be motivated to engage in a wider variety of self-initiated activities as a result of inclusive teacher behaviors than of preclusive teacher behaviors. This general hypothesis receives some support in Cogan's data, but there are a number of problems. The data, of two kinds, were collected from pupils. One set of data dealt with series of statements about the behavior of the teacher, and asked the pupil to indicate the frequence with which the teacher behaved in each way. Some behavior statements were clustered to form the key for inclusive behavior, others that for preclusive behavior. Another set of data asked pupils to rate the frequency with which they engage in certain academic activities outside of class, some required by the teacher, and others initiated by the pupils. The data tend to support the contention that greater amounts of required or self-initiated work are associated with inclusive teacher behaviors. The chief difficulty with translating findings of this order into systematic statements about teacher behavior and pupil outcomes is to be found in the fact that the data represent reflections of perceptions of teacher behavior by pupils, perceptions that are based upon recollections of actual teacher behavior, and that also seem highly susceptible to halo effect. Several examples of items about teacher behavior presented by Cogan to the pupil subjects of his study are reproduced below:

> This teacher slaps us or handles us roughly.
>
> This teacher says that certain pupils ought not to be in this class.
>
> When we start new work, this teacher helps us to see why this work is important to all of us. (Cogan, 1956, 329-330.)

All the obvious problems of selective perception, retention, and forgetting are involved here. Certainly harsh physical treatment of a pupil by a teacher is, in our culture at least, rare enough and dramatic enough that it is not likely to be overlooked or underrated, particularly if oneself is the target of that behavior. The values of the items seem so self-evident that one is tempted to hypothesize that teachers who are liked or otherwise prized by students are likely to be rated as frequently engaging in positive behaviors. Teachers who are not liked are, conversely, seen as infrequently doing positive things, but frequently doing those things that are negatively regarded, such as treating pupils roughly, or saying some of them ought not to be in the class. These comments are not intended as a criticism of Cogan's work, which, as noted earlier, has a sound theoretical basis, and intriguing hypotheses and data. However, the problem that it does not resolve may be formulated as follows:

Theoretically, the amount of required work and self-initiated work done by pupils is a proximate criterion of academic learning. This assumption has high face validity, and is easily enough accepted. Therefore, if teachers can behave in ways that will induce their pupils to engage in increased amounts of self-initiated and required work, the probability increases that more learning will result. We now, however, have to face the difficult issue, and, the authors submit, an issue that is not resolved by a methodology that employs self-reports and questionnaires as means of acquiring data; that is, how should teachers behave in order to bring about this proximate outcome? Again, theoretically, it is the teacher who behaves inclusively who will achieve this goal. But the data of the study make us pause on at least two counts: (1) already mentioned is the fact that some more general halo effect rather than the behavior mentioned may account for pupil ratings of teachers, and (2) the behaviors cited by Cogan, in this instance, are illustrative, but hardly definitive of what a teacher's role should be.

Both the authors of this monograph have earlier worked as classroom teachers. The senior author, in addition, has for the last decade been a member of a university faculty with some responsibilities in the area of teacher education. Among the most compelling problems facing such individuals is that of isolating behaviors of teachers which can be shown to make some difference in the behavior of the pupils whom they teach.

The Futility of Educational Innovation

Stephens (1967) has recently codified and extended the theory of spontaneous schooling, parts of which he has published in a variety of professional journals over the past thirty or more years. His fundamental thesis is that learning occurs as the result of the engagement of a set of basic mechanisms, and that much of human behavior that goes on spontaneously, that is, without deliberation and planning, engages these mechanisms, thus leading to learning. Although the precise nature of these mechanisms is not currently known, the catalogue would presumably include such well known psychological concepts as motivation, practice, reinforcement, and guidance.

As an illustrative experiment, Stephens suggests that we place an individual who is known to be a Lincoln enthusiast with a group of students every day with the following instructions. ". . .In the schedule of a certain group of ten-year olds, one period per day has not been provided for. We prevail on him to baby-sit with these pupils for forty minutes per day until we can find a regular teacher. We assure him that no subject of instruction has yet been assigned to this period, and he will not be expected to teach. We ask only that he hand over the class and the classroom in reasonably intact condition to the teacher who takes over at the end of the period." (Stephens, 1967, p. 59.)

We include the following rather lengthy quotation from Stephens' volume because it illustrates several of the major points that we wish to emphasize in the subsequent discussion. In brief, these include the fact that human interactive behavior looks very much the same in informal as in formal instructional settings, and accomplishes some of the same purposes, that it is extremely difficult to bring about any fundamental changes in instructional behavior of teachers, and that most efforts to implement such change deal only with the superficial trappings of behavior, and do not typically achieve their stated purpose.

> We now return to the Lincoln enthusiast who is liberally endowed with the spontaneous tendencies but who lacks any intention to teach. To what extent can we expect that these spontaneous tendencies will engage the various mechanisms considered to play a part in learning?
>
> Granted an adult who bubbles over continuously regarding Lincoln and his doings, we can be sure that a child regularly associating with that adult will be in a place where he can learn about Lincoln. He will also have his attention directed toward facts in the life of Lincoln. We cannot be so sure that the student's level of activation will be high. Depending on the teacher and the circumstances, the pupils may sit entranced, empathizing with every facet of the experience being portrayed. They may be somewhat listless, or they may be found in some intermediate state of activation. But, in this connection, we must remember that few theories of learning demand a high level of activation throughout. Such interest and zest is an attractive experience in its own right, but it is not always essential for learning. For some learning, activation should be kept at quite moderate levels.
>
> Even under the most ordinary circumstances, pupils associating with our adult should get the idea that someone thinks Lincoln is important. We cannot be sure just how much they will be impressed by this fact. If the adult is a person whom the pupils take seriously, if he carries a measure of prestige, then his concern for Lincoln may also be taken quite seriously. If he strikes the pupils as being a nonentity, his idiosyncratic interests may be regarded as trivial or laughable. But by and large, Lincoln matters should take on some additional importance through his expressions of concern.
>
> Two kinds of practice or experience can be expected, one almost inevitable and the other highly probable. A pupil

listening to a story about Lincoln, and doing nothing more than listening, is still engaging in a very important kind of activity or practice. The listener seldom, if ever, follows the speaker word by word. Often he trails behind. Frequently, however, he outruns the speaker and anticipates the words that are about to come. The tendency to anticipate what is to come is so prevalent that it can be used as a measure of intelligibility of reading materials. . . .If the listener does not make any correct anticipations we can be sure that he is getting very little out of the material being read. If he can anticipate too much, of course, the material is conveying very little new information and may be boring. But some anticipation is highly probable and is most salutary. As we shall see later, such anticipation permits the application of reinforcement.

This moment-by-moment activity that goes on while reading (or listening) is not to be scorned. From it a great deal of achievement or mastery may result.

Along with this silent activity going on in the minds of all listeners, some pupils may react overtly by asking questions, offering comments, or raising objections. At times our adult may spontaneously ask questions, rhetorical or otherwise, and his questions may elicit overt answers.

A measure of relevant reinforcement seems inevitable. In the first place, there is unavoidable reinforcement when a listener anticipates the words of the speaker. If the listener anticipates correctly, then the actual words of the speaker, when they do appear, will confirm this anticipation and provide a most acceptable kind of reinforcement. If the anticipation should prove to be incorrect, this reinforcement will be lacking and the underlying tendency should become weaker.

For the overt statements or questions of the pupil, reinforcement or intriguing subsequent events are also inevitable, provided our adult is endowed with the prescribed spontaneous tendencies. By definition, such an adult would be bound to commend or approve a statement that he regarded as correct. He would be bound to reject or correct a statement or comment that he regarded as inappropriate.

In all this we should not disregard the many minor grimaces or automatic reactions displayed by our spontaneous adult. Without trying, without even knowing what he is doing, he looks incredulous, or bewildered, or surprised when he encounters a statement that does not fit his standards. Conversely, his face shows pleasure or relief as the pupil's statements begin to fit home or fit in with the adult's idea of what is right. These subtle automatic expressions of approval or disapproval, as the overt expressions discussed above, do not need to be cultivated. On the contrary, they are extremely difficult to suppress. We must work hard to retain a poker face when someone is taking liberties with our specialty. Even then, the more discerning can detect slight expressions of dismay when the provocations become extreme.

These automatic or nondeliberative reinforcements are by no means confined to the chance adult who lacks the intention to teach. They probably play an enormous role in the everyday work of the 'intentional' teacher. For every time that any teacher marks a question right or wrong or administers an overt expression of approval or disapproval, there are scores of occasions when his face shows a look of surprise, bafflement, incredulity, patient waiting, or relieved acceptance. These subtle grimaces, these shadows and lights, these nuances in tone of voice, are in play day in and day out as the teacher faces the class. They are very effective reinforcements. They come and go with very little deliberate rationale on the part of the teacher. And yet, it is quite possible that they contribute enormously to educational growth.

For some theorists, the great factor in learning is to attain an insight or an awareness of what leads to what. From his experience with the material being learned, the pupil gets the idea that 'turning the handle this way leads to the opening of the door' or 'pumping the accelerator too often leads to flooding the engine.' Some of these insights arise with no help from other people. Often, however, the insight can be sharpened by the comments of an astute observer. To acquire a well-structured insight, the pupil must see that it is this particular behavior that leads to that specific result. In this task he may have difficulty either in getting a clear view of the behavior in question or in seeing exactly what result was produced. The adult observer will often help in both tasks. In the first place he can show just what behavior leads to the result in question. He can say, 'This punishment (result) is not for breaking the dish (behavior A) but for lying about it (behavior B)'. It is behavior B and not behavior A that leads to the result. 'It was your triumphant gloating (behavior A), not your actual winning the game (behavior B), that made George sulk.' 'The thing that makes me so happy (result) is you not only did well in the play (behavior A), but you were also able to help Susan when she was in trouble (behavior B)' (A combination of A and B gets the result.)

In the second place, the observer can often call attention to a result that may elude the learner. The mother says, 'See! The cat stops swishing his tail when you stroke him that way.' 'See how much more time we have when you get dressed before you turn on the television.'

This urge to point the moral is often quite spontaneous. It acts on many people as a sort of compulsion, even when social taboos or hearer resentment warn them away from such unasked comments. Our Lincoln fan, strongly equipped with this urge, could hardly help pointing out, 'It's because you overlook Lincoln's concern for national unity that you see any weakness in his antislavery stand.' 'See how much clearer things become when you take his early legal experience into account.'

Guidance or substitution is also bound to be used by one liberally supplied with the spontaneous tendencies. In this process of guidance we merely direct or maneuver the student toward the right answer while the question, or task, or problem is still acting on him or is still part of his experience. As he struggles to recall the name of Lincoln's mother, we supply the answer for him. When this happens, he frequently repeats or echoes the answer we supply and is thus led to make the correct response while the question is acting on him.

This tendency to guide the speaker into the answer that eludes him is so prevalent that many cultures have erected taboos against it. Many sophisticated teachers, moreover, go to some trouble to hold it in check. For the adult having no conception of himself as a teacher, however, this tendency would operate quite freely.

The frequent taboos and the sophisticated teacher's self-imposed restraint suggest that this device can be overworked. And this is true. To the extent that the pupil is guided into the answer by the teacher's comment, he may not get the full benefit of the reinforcement that normally follows. Reinforcement may be most effective when it follows an unaided response emitted by the pupil. It may be of less value when it follows a response that

> the pupil merely parrots after the teacher. But, to say that this device can be overworked or that it is not self-sufficient is not to say it is useless. During the early stages in mastering a task, this prompting or supplying of the answer can be of great help.
>
> Along with the prompting or guidance that is overtly supplied by the spontaneous tendencies of our adult, there is an additional supply of guidance at work in the sheer process of listening. In anticipating what is about to come, we may hit the mark and thus experience reinforcement as the speaker confirms our guess. But we may be in error. The teacher's completed remarks then fails (sic) to supply reinforcement but, by the same token, it does supply guidance and points out the anticipation we should have made. Our adult, for instance, remarks, 'Since Lincoln was born in. . .,' and at this point he has to stop to clear his throat. During the brief interval one listener silently thinks, 'Kentucky,' a second listener silently thinks, 'Illinois,' whereas a third finds his mind a blank. The adult recovers his voice and continues, '. . .Kentucky.' This word, now uttered, provides substantial reinforcement for the first listener. For the second listener it fails to provide reinforcement but does guide him into the response that he should have made. The third listener gets similar guidance. It is not unusual, as a matter of fact, for such corrected listeners to make some such silent comment as, 'Of course."Kentucky." That is what I should have said.' 'I was just going to say that.'
>
> It seems inevitable that our adult, completely innocent of any intention to teach, would be forced to engage the various mechanisms necessary for learning and would bring about a considerable attainment in the subject of his interests. There is, indeed, something quite comforting in the thought of these tireless forces contained in the automatic concerns and compulsions of even the least sophisticated of teachers. No lesson plan is needed to invoke the expression of these interests. The spontaneous expressions of dismay or delight come to the 'teacher's' countenance with no effort or no conscious awareness on his part. This is most fortunate. The total effort would be intolerable if each of these grimaces and changes in expression had to be controlled by a deliberate decision. (Stephens, 1967, pp. 62-66.)

The gist of Stephens' argument is that administrative and other kinds of innovative efforts to improve the potency of educational treatments have been characteristically unsuccessful. As testimony in support of his thesis, Stephens arrays a series of sets of research evidence bearing upon the consequences of such sensible sounding variables as class size, attendance at school (versus absenteeism), lecture versus discussion methods, etc. To those who are conversant with one or more of the above cited research issues, it will come as no surprise that the overwhelming trend in the data reviewed by Stephens is an absence of significant results. Proponents of a given innovation or method of organization or teaching are sometimes able to argue that at least the proposed change does not reduce the amount of learning that students acquire under more typical circumstances.

The result of Stephens' theory of spontaneous schooling for him is a feeling of reduced tensions about inducing change through administrative manipulations, or the training and selection of teachers. The spontaneous tendencies that lead to the engagement of basic learning mechanisms are so powerful in relation to our ordinary efforts to improve upon them, and occur so far down in the hierarchy of forces that influence pupil learning, as to be relatively inconsequential.

The Study of Teaching and Engaging the Basic Mechanisms of Learning

It seems to the authors that there is another general interpretation that is equally consistent with Stephens' theoretical formulation, but which leaves open a door to optimism about the prospects of markedly changing and improving teaching and learning. Although Stephens is not explicit on the point, it appears that learning is a direct function of the engagement of the basic learning mechanisms. Certainly there is no reason to posit that these mechanisms occur in an all or none fashion. A pupil may be only slightly motivated, or highly motivated; practice can pass through many degrees, reinforcement schedules are notoriously diverse in their composition, etc. *We would expect that methods of teaching, broadly conceived, would be differentially effective to the extent that they differentially engage these basic mechanisms*. Stephens' own account of the weight of the evidence gives at least indirect support to this contention. For example, he says the following about the effects of programmed instruction upon classroom learning.

> It is too soon to sum up the evidence on programmed instruction. In the flood of reports. . .now appearing, however, there is much to suggest that this device is about on a par with other methods of individual study. . . . It may permit an average saving of time over classroom approaches, but its overall superiority to classroom teaching is by no means apparent. . . .(Stephens, 1967, p. 82.)

But surely an "average saving of time" is tantamount to an increment in learning, since presumably the time saved can now be used for other learning. The chief characteristic of programs is that they compel the student to construct the desired response (although he may do it either overtly or covertly), and then provide him with information about the adequacy of his response. This operation is very much like what Stephens construes reinforcement to be. Thus, there seems to be a close parallelism between the increased frequency of reinforcement (and explicitly shaped student behavior) associated with programmed instruction, and this reduction in the amount of time required on the average for information to be learned.

Is it not possible, then, that many innovations and administrative manipulations of all kinds fail to yield increments in learning simply because they do little or nothing to heighten or intensify the interaction of the student with one or more of the basic learning mechanisms? There is strong reason to believe that the basic forms of behavior that occur in teaching are highly resistant to change, a point which is in clear agreement with Stephens' contention of the existence of spontaneous tendencies that govern teaching. For example, during the 1960's, the research of investigators such as Flanders (1961) and Bellack (1966) has tended to confirm the fact that teachers do about two-thirds to three-fourths of the talking that occurs in the formal communication in classrooms, and that the predominant pattern of communication is a question asked by the teacher, a response from a pupil, and some kind of reaction from the teacher to what the pupil has replied. According to Bellack, the most frequent classroom communication is one that begins with a question by the teacher, continues with a response, and concludes with a reaction from the teacher. Twenty-six per cent of all the cycles in his study were of that kind. Next in order of frequency, and accounting for 22.3% of cycles, is that which begins with a teacher question and ends with a pupil response. Thus, these two patterns of interaction account for virtually half the formal communication that occurred in the classes studied by Bellack. (Bellack, 1966, pp. 196-198.) Fortunately, there are data extant that unequivocally show that the patterns reported above were equally typical of classroom teaching a full half century earlier.

> In 1912 Romiett Stevens published a report on four years spent observing in classrooms and analyzing stenographic records of the verbal behavior in secondary school classrooms. Stevens reported she had found the following things to be true of the classrooms she observed: on the average, teachers talked 64 per cent of the time; there was little difference between teachers in this regard, no matter what the subject or grade level; about eighty per cent of all classroom talk was devoted to asking, answering, or reacting to questions; rarely did a teacher's question call for anything besides rote memory or superficial comprehension; the rate of teacher question-asking ranged from one to four questions per minute, with the average being about two per minute. (Ahlbrand and Hoetker, pp. 14-15.)

Though the effort to document in detail all the changes in education that occurred or were reported to have occurred within the fifty years isolated by Stevens data at one end and Bellack's at the other will not be made in this monograph, it is a matter of common knowledge that they were many and diverse; activity schools, project methods, contract methods, integrated curricula, core curricula, the rise of audio-visual methods in education, all had their day in the schools, or at least in the educational literature, which certainly is not the same thing. When one compares the raw material of teaching, as seen in the actual, on-going interaction between teachers and students, in 1912 with that of 1967, it is difficult to discriminate between them. The suspicion grows that many innovations of the kind described by Stephens have failed to show increments in learning because they have failed to touch at the heart of the instructional process itself; nothing concrete has been built into the variations that might reasonably be expected to substantially heighten students' motivation, to triple or quadruple the amount of practice they have with learning materials, to provide precise and immediate reinforcement for their trial learning behaviors, and so on, and that only those educational procedures that are directed toward such ends have any possibility of significantly modifying classroom learning outcomes.

Among the merits of a theory of spontaneous schooling is its undeviating insistence that notable changes in learning are not going to be the easy acquisition of minor changes in environmental stimuli, or changes in form but not of substance. It further reinforces the conviction expressed by the authors at the opening of this chapter that the brightest prospects for discovering processes and variables that do make a difference in what children learn in school are to be found in charting with as much care as possible in the light of our current knowledge what does go on in classrooms, and trying to sketch relationships between sets of such events so that we may gradually build a more comprehensive and dependable body of knowledge about classroom living and the instructional process.

The chapter which follows is our effort to spell out in some detail the classrooms studied, and the kinds of data collected in those classrooms. The three chapters following that are the substantive chapters of the monograph. Each of them is, at this time, treated as an independent entity, although the ultimate aim, not within this volume, is to explore the fascinating potential relationships among pupil roles in the formal communication channels of the classroom, thinking, and learning. No argument can properly be made that the three major topics selected for the focus of this investigation are the only, or the most important issues in classroom teaching and learning. We can say, however, that over the last year we have found the problems posed to us by each of them titillating, frustrating, and in the end a source of major satisfaction and gratification.

Design of the Studies

The data upon which the studies reported in this monograph are based were collected in January, 1966, in nine English classes located in a single suburban junior high school. The first and most immediate intention of the study was to provide evidence with respect to the relationship between the observed attention of students in the classroom and the relatedness of their covert cognition to substantive elements of concurrent classroom discourse. Consequently, procedures conducive to the collection of data pertinent to this purpose were employed.[1] Because the collection of classroom data is so expensive and time consuming an activity, it was decided to use a single collection to provide data that could be analyzed for multiple purposes. It has subsequently developed that these expanded sources of data have in some cases done double duty, helping to answer questions in the service of which they were not originally collected.

Something of the purposes with which data were collected has been communicated in the first chapter. We shall endeavor here to elaborate upon those purposes, and to make as clear as possible the procedures that were employed by the research staff in the collection of data, as well as the nature of the data themselves.

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[1] A report based upon that investigation was submitted to CEMREL in September, 1966. It has previously been published under the title "Attending and Thinking in the Classroom," Psychology in the Schools, 1967, 4, 211-216.

It was our intention to examine the workings of a sample of junior high school classes over a limited period of time, but a period that would give us a reasonable opportunity to get a "fix" on the classes. Ultimately five observations were conducted with each of the nine classes that constituted the sample. We wished to be in a position to know enough about each of the classes that our data would help us to talk about the three issues enumerated at the close of the last chapter, specifically:

1. What are the properties of formal pupil communication in classrooms? How do individuals differ with respect to their participation in the dialogue of the classroom, and, if it is possible to discover, what are the characteristics that distinguish between high and low participators? How do students get involved in this dialogue? What role does the teacher play in controlling verbal traffic?

2. What do students of junior high school age think about as they sit in classes day after day? We wished to try to "climb inside" the minds of these early adolescents as best we could, and take a look at their cognitive activity. How fully are they occupied by the scholastic demands of the classroom? Is there some discernible order of classes of thoughts with which they are concerned?

3. What influence is the teacher's verbal behavior exerting on the verbal behavior of students? Can we conceptualize relationships between the verbal behavior of the two kinds of actors in the classroom? Our interest in this question lay particularly in tactics employed by teachers to alter the cognitive level of the verbal behavior of students.

Several kinds of data were required in order that efforts to discover answers to these questions could be made. We first list the kinds of data that were to be collected. Subsequently, after we have described the sample, further detail will be given about the nature of the data and the methods for acquiring it.

1. Observed pupil attention: This is mentioned here simply because it was one kind of data collected, and consequently to some extent influenced the operations of the classrooms. These data were collected by having an observer seated near the front of the room record on an observation schedule data about the apparent attentiveness to classroom activities of pupils continuously throughout the five periods of observation. These attention data play no part in the present monograph, and no further mention will be made of them. For details and results of that study, the reader is referred to Hudgins (1967).

2. Covert pupil thoughts. Several times each period, the pupils were asked to write an answer to the question, "What were you thinking during the few minutes just before the lesson stopped?"

3. Typescripts of all lessons. All forty-five of the lessons observed were tape recorded and were subsequently reduced to typescripts.

4. Sociometric data. Shortly after the observations had been concluded, a sociometric questionnaire was administered to members of each of the nine classes. This questionnaire sought information from the students about the academic ability of other students, perceptions of classroom participation, and friendship choices among pupils.

5. Intelligence test scores. These data were taken from school

records.

During the autumn of 1965, as plans for this investigation were developing, a contact was made by the research staff with the superintendent of a large suburban school district. This superintendent was known to two of the staff members as an administrator with an interest and faith in the ultimate contribution of research to education. The general nature of the project was described to him, as well as the nature of the sample desired. He in turn referred the investigators to one of the several principals of junior high schools in the district who, with the chairman of his English department, conferred with the investigators on several occasions.

As the nature of the project was explained once again, agreement was reached that data would be collected in that junior high school if a sufficiently great number of the English teachers at the school were willing to participate. The department chairman volunteered to present the project to his colleagues, eight of whom, besides him, agreed to participate.

Students at this junior high school are assigned to English classes in relation to their ability and academic achievement. Three levels or "tracks" exist, with the best students enrolled in Track 1 classes, students of average ability in Track 2 classes, and Track 3 classes accommodating the less able, lower achieving, and undoubtedly less well motivated members of the student body. In order that our data might be as representative as possible of students at the junior high school, the nine classes were distributed across all three grade levels of the school

(7th, 8th, and 9th) and all three tracks. This meant that grade, track, and teacher were all confounded, but since the studies were observational rather than experimental, it seemed the wiser course to choose a broader sample of pupils rather than looking at, say, several classes of the same grade and track. It is certainly true that broad generalizability of the findings of these studies cannot simply be assumed. To the extent that there is reason to believe that the behaviors studied are likely to vary from one group of teachers and students to another, or to the extent that this junior high school can be regarded as different from others, the applicability of the results to such other situations would be thrown into serious question.

Of the various kinds of data to be collected, one in particular posed a problem prior to the period of observations. That one was what we have identified previously as the covert thoughts of pupils. Bloom (1953) had demonstrated that college students are able to listen to tape recordings of lectures or discussions they have attended and recreate statements of their thoughts at a given point during the lecture or discussion up to as much as forty-eight hours after the class. While the data thus yielded are precisely the kind that were desired in the present case, Bloom's method seemed unsatisfactory on several grounds. One was the question of whether much younger students could recall their thoughts as reliably as older college students. Another concerned the timing of the data collection. Since we wished to obtain reports about cognitions from all members of each class for each of a series of contiguous class sessions, it simply did not seem to be possible to use Bloom's technique.

The problems of employing sufficient interviewers, tape recorders, working out interview schedules for pupils with teachers throughout each of the days, finding sufficient private locations within the school building to record data, were too severe to be solved in this way. An alternative procedure had to be employed.

This difficulty made it seem highly advisable to conduct one or more pilot studies, in which all the data collection could be tried, with time intervening between the pilot studies and the formal collection of data, for adjustments to be made in any of the procedures which did not appear to yield data in a form that would be useful, or which were so unwieldy as to negate their usability as data taking operations.

Once more, the English Department chairman, a man of unfailing good humor, agreed to permit us to conduct pilot studies with two of his English classes, classes that would not be a part of the later total project sample. Arrangements were made to study one class on a Monday and Tuesday, evaluate the outcomes the latter part of the week, make whatever adjustments might be dictated, and conduct the second pilot trial on the Monday and Tuesday of the following week. These two pilot studies were conducted at the beginning of the second week and beginning of the third week in December, 1965. The procedures as they were used in these pilot studies were judged by the investigators to be satisfactory, and the full scale data collection was scheduled for the two school weeks beginning January 10, 1966, and ending January 21, 1966. Complications with the recording schedule arose, as they inevitably do, and the last data were not collected until January 25, 1966.[2]

Data Collection Procedures

Approximately one week prior to the collection of data, each teacher was sent a statement of information about what he or she could expect during the five days that observers were to be in his classroom. When the time arrived for collection of data in a particular classroom, the following things occurred. Two observers entered the classroom. One set up a tape recorder and located a single microphone toward the front of the classroom. He then proceeded to the rear of the classroom, where he took a seat. This seat was to be placed behind the last pupil desk in the room, and the observer was to make himself as inconspicuous as possible.

The second observer located himself at the front side of the room, in position to see the faces of all students in the class. At the same time, he was to try to intrude upon the consciousness of the students as little as possible, but if a choice had to be made between his ability to see all the students and his prominence in the classroom, the demands of collecting needed data were to prevail. This observer, whom we shall call the forward observer, had several responsibilities during each observation. He was to record the attentiveness of pupils, which accounts for his position and relative visibility in the classroom. He was to supervise the operation of the tape recorder, once set up, since he was typically much closer to it during lessons than the rear observer. He was also principally responsible for distributing the blanks on which students recorded their thoughts at specified times, and retaining the completed blanks in an organized manner.

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[2] The two weeks originally scheduled for data collection were bracketed by the return to school of students and teachers from the Christmas recess at one end, and entry into a week of final examinations, between term holidays, etc., at the other end. One may not regard this segment of the year as a desirable one for the collection of data such as that reported in this volume, and some premium may be placed upon conducting the studies during a more "normal" part of the school year. The authors believe it would be worthwhile to examine the demands and regularities of the academic calendar in some detail, with an eye to the concept of "normal" school days. Apart from the days we actually used, we could not find another period of two uninterrupted school weeks until sometime after February 22, 1966, Washington's Birthday. This is not to deny the fact that the data, particularly the covert thinking data of the pupils, reflects the particulars of the season, as we shall see in Chapter Four.

The rear observer had two major tasks, once he had properly loaded and tested the tape recorder. One was to identify by name each student speaker, together with enough of the student's comment that the problem of later translating tapes into typescripts with accurate identification of speakers would be minimized. At the same time, he was to indicate in his notes whether the speaker volunteered to participate in the classroom interaction, or was involved at the insistence of the teacher. A (1) in the notes indicated the first event, a (2) the second. Finally, it fell to the lot of the rear observer to signal the teacher when a "stop" was to occur. By prearrangement, when the observer's hand went up, the teacher interrupted the lesson for a period of about two minutes while pupils wrote a brief statement bearing upon their thoughts at the time.

Several conventions governed the signalling of stops. They were to be called no closer together than five minutes, nor farther apart than ten. They were never to occur when a student was reporting, when a test was in progress, or when less than five minutes of the period remained.

Although these restrictions upon the research operation resulted in the loss of information that might be of considerable interest, it was judged to be of much greater importance to allow classes to proceed as close to normally as possible. We felt also that concern for the anxiety that might be induced in pupils who were in the midst of an oral report or taking an examination, or in teachers who are racing the clock in order to finish a lesson or give an assignment outweighed the significance of any information loss.

Upon signal from the rear observer, the teacher interrupted the lesson. The two observers quickly distributed blanks to each pupil, who briefly wrote a sentence or two about his thoughts immediately prior to the "stop."

At the time of the first stop, one of the observers explained something of the purposes of the project to the students. They were told that the observers were interested in how boys and girls their age learned in school, and what kinds of things they thought about. The fact that students' names did not appear on the blanks, and that no official of the school (either teacher or administrator) would ever be told what any individual student wrote, received special emphasis. Students were told, however, that their sheets were coded with identifying numbers, so the observers would be able to relate their responses to them. The observer further explained to the students that no one can concentrate at all times on the substance of a lesson, and that on some occasions the students may be thinking about other affairs. If so, the observer continued, the student was to write what it was he had actually been thinking about, and not something that would sound good or acceptable. Furthermore, it was statements of the content of what was thought about, not just descriptive tags, such as, "I was listening to the teacher" that were desired.

The original design called for twenty "stops" in each class during the week of observations, four "stops" to be conducted each day. For a variety of reasons, this design could not be faithfully executed, and the total stops range from a low of eleven to a high of nineteen. On the average, sixteen stops were conducted in each class.

Several weeks after the classroom data had been collected, a staff member who had not previously visited any of the classrooms, administered sociometric questionnaires to the students in the nine project classes.

Data Scoring and Analysis

Most of the particulars of data analysis are best left for discussion in the three subsequent chapters. Transforming the data into scorable form and scoring it consumed the available time during the spring of 1966.

In the first place, forty-five tape recordings had to be reduced to typescripts. On at least two occasions sizable chunks of the lesson were simply missed. One of these occasions occurred early in the sequence, when it was discovered at the time of the first "stop" that the recorder was not operating. We then started it, and there was no operating difficulty. We never found out why it had not operated originally. The other incident occurred much later, and was occasioned by a faulty socket in the classroom, lamentably the only one in a usable position, and no data could be taken until it was repaired. Again, we lost a large portion of the classroom interaction.

We had hoped that it would be possible for typists to transcribe directly from the tapes, thus producing typescripts in a short period of time. A number of alternatives were tried before this hope had to be abandoned.

The objective, of course, was to produce absolutely accurate accounts of the verbal behavior of the classroom. Although we recognized that this objective was not fully attainable, still we wished to approximate it as closely as possible. It finally became clear that the only way in which we could produce written records that would be satisfactory was for somebody first to write out an account, listening carefully to the tapes (portions often had to be repeated numerous times before the students' words could be understood), and using the written cues of the rear observers to establish context. This was a most difficult and time-consuming task, and in many ways it has to be regarded as a menial chore. Yet, without its adequate completion, most of the analyses for which the data had initially been collected, could not have been made. The significance of that labor to the project cannot be overestimated. We learned something from the experience, however. The equipment we had available to reproduce the sound of the classroom is simple in the extreme by current day standards. Each pair of observers had a good, standard Wollensak Magnetic Tape Recorder, set at 3-3/4 speed, with a single microphone. Had more funds for sound equipment been available at that time, multiple microphones and a mixer might have been used, to produce more faithful recordings. This would have had the dual function of reducing greatly the amount of staff time involved in translating tapes into typescripts, and would also have left us with tape recordings that were useful for instructional purposes, as the ones we have are not. In addition, any economy that appears to have been achieved by avoiding greater expenditures for equipment is a false one, when one considers the amount of staff time that subsequently had to be devoted to the laborious process described above.

The written responses of students were also duplicated, and the sociometric data were scored and organized in tabular form by classes.

The chapters that follow present the results of the various analyses that have been made of those forty-five lessons that were taught and learned so long ago. In some cases, in our eagerness to dissect and understand the behavior that occurred, we have removed its context, stripped it bare, and left it a mass of numbers and symbols, tables and graphs, far estranged from its original and human form. We would like to hope that any of the teachers whose lives we made so difficult during one winter week would, if they read this volume, understand, and even approve of what it was we were trying to do.

Properties of Formal Teacher and Pupil Classroom Communication

The formulation of instructional theory of sufficient power and precision to lead to the prediction and control of classroom events is perhaps the foremost task that confronts the educational research community. The need for earnest efforts at the development of such a theory or theories has long been evident, and it has been so ably stated (for example, Gage, 1963; Hilgard, 1964) that there appears to be no justification for the proliferation of such statements.

Related to the earlier pleas for theoretical approaches to the study of instruction, but more definitive about the dimensions of the task, is Travers' (1966) recent effort to "take the fun out of" theory building. The chief merit of Travers' paper, though not the only one, is his constant reminder that theory construction follows from, and is based upon, observations about the real world. Although a limited generalization, it is one eminently applicable to the current status of instructional theory.

Written in a very different context and drawing upon a different tradition of scholarship, Barker (1965) has made an observation that is congruent with Travers'.

> In (the older sciences such as physics and chemistry) the quest for the phenomena of science as they occur unaltered by the techniques of search and discovery is a central continuing task; and the development of techniques for identifying entities and signaling processes without altering them. . .is among the sciences' most valued achievements.

> Handbooks and encyclopedias attest to the success of these efforts. I read, for example, that potassium (K) ranks seventh in order of the abundance of elements, and constitutes about 2.59% of the igneous rocks of the earth's crust; that its compounds are widely distributed in the primary rocks, the oceans, the soils, plants, and animals; and that soluble potassium salts are present in all fertile soils (Encyclopaedia Britannica, 1962). The fact that there is no equivalent information in the literature of scientific psychology (about playing, about laughing, about talking, about being valued and devalued, about conflict, about failure) confronts psychologists with a monumental uncompleted task. (Barker, 1965, pp. 5-6.)

A first step, then, in the direction of formulating a theory of instruction appears to be the acquisition and categorization of information pertinent to the process of instruction as that process functions in the everyday world of teachers and learners. This first step might well be taken with significant dimensions of the classroom; i.e., dimensions that permeate the activities of teachers and students, that are reasonably open to observation, and that might be judged to play a central part in the outcomes of the instructional process. If the dimension or dimensions so selected are also under the control of the teacher, or can presumably be controlled by the teacher, that fact would seem an added advantage for the selection of a particular dimension. At the same time, the first step should not be thought of as a theoretical statement in itself, but simply an ordering of data about a potentially meaningful dimension of classroom life. It would also seem that the more carefully chosen the dimensions for examination, and the more systematically ordered the data, the shorter the step from empirical observation to theoretical interpretation will become.

It is suggested that one dimension of the classroom that meets the criteria cited is the formal communication of teachers and pupils. Furthermore, it is a dimension about which a great deal of information is already known. In a developing field where there are few generalizations, and those few are consequently very precious, none is better established than the finding that, over a wide range of conditions, the ratio of words spoken by teachers as individuals to those of groups of students is of the order of two to one.

Not only has the finding been confirmed by contemporary investigation studying independent samples of teachers (e.g., Flanders, 1960; Bellack, 1963), but there is good reason to believe that the phenomena is extremely stable over long periods of years, and not highly susceptible to modification as a function of changes introduced into the educational system, at least of the kind that have characterized changes during the first two-thirds of this century. Stevens (1912) analyzed protocols made of a number of secondary school classrooms. One of her observations is that the teachers in her sample tended, on the average, to do about two-thirds of the talking during lessons. A similar statement appears a generation later in the writings of Corey (1940). Data to be presented later in this monograph lend confirmation to the generalization from one more independent sample of classrooms.

Thus we find replications of this generalization at several points in time. It is true that the conditions under which this ratio has been reported to hold include secondary school classrooms which are dominated by the verbal behavior of students and teachers alike. If one were to examine a cross section of classes from nursery school through graduate school, the specific values of the ratio might change to some extent, but despite that possibility, it appears inevitable that any theory of instruction which disregards this generalization or postulates conditions that are in conflict with it is foredoomed to failure as a vehicle for explaining or predicting classroom behavior.

Given the previous discussion, it is apparent that we can expect about one-third of the talking in the classroom to be done by the students. An obvious but nonetheless important first question in this regard concerns the distribution of these communications among pupils. Our knowledge of participation in small groups would lead us to expect an unequal distribution of communication among members of groups as large as typical instructional groups. Despite this expectation, we are interested in knowing in greater detail something of the form of the distribution.

Jackson and Lahaderne (1967) have demonstrated that the contacts between sixth grade teachers and their students are unequally distributed. Based upon approximately ten hours of observation of each of four classes, some students interact with the teacher as infrequently as five or six times; some as frequently as 50, 80, or more than 120 times in the same period of elapsed observation time. Jackson and Lahaderne also point out that the lowest interactors in each class communicate about equally with the teacher, but the rates of communication of the highest interactors are very different from each other. Thus, it appears that the business of the classroom (at least for these four sixth grade classrooms) demands some minimal constant rate of interaction between teacher and pupil, and that the maximum interaction rates are a function of some set of individual differences among pupils.

Jackson and Lahaderne furthermore comment upon the role of sex differences in determining classroom communications. According to these data, sex always makes a difference in classroom interaction, although not necessarily the same difference in every case. The sum and substance of their findings can be resolved into two statements: (1) In general, boys interact with the teacher proportionately more than girls do, and the magnitude of these differences changes with the nature of the communication, being smallest for instructional (subject matter) exchanges, and greatest for exchanges of a disciplinary nature. (2) For boys, the relationships among three types of communications (instructional, managerial, and prohibitory) are positive and significant; for girls, the same sets of relationships are positive, but of a much lower magnitude. Only the correlation between managerial and prohibitory interactions reaches statistical significance.

An additional issue hinted at by Jackson and Lahaderne but not explored by them concerns the causes, correlates, and consequences of individual differences among pupils in formal interaction rates. They surmise that by the end of the year, some pupils will be better known to the teacher than others.

On the pages of this chapter that follow, an attempt is made to describe with some precision the nature of the individual differences among teachers and students, and some of the similarities among them, in formal classroom communication.

Properties of Classroom Communication

As can be seen from the particulars of Table 1, one of the dominant activities of these nine classrooms is talk. The talk may take many different forms: lecture, recitation, discussion, conversation. In the least fluent class, talk consumes just over one-third the available instructional time. Slightly more than three-quarters of the time is spent talking in two classes, and in six of the nine classes, talk occurs more than half the total time. Evidently these junior high school English classes are verbal kingdoms in which words are the coin of the realm.

Insert Table 1 about here

Teacher Role

One may well ask how the verbal riches are distributed among members of the nine classes studied. It is not surprising to find that the teachers are easily the most vocal members of the classroom group. We can express their domination of the class in at least three different ways, each yielding a somewhat different figure, but all confirming the expectation that the teacher is the major verbal figure in the classroom family. First, let us consider just the absolute proportion of time spent talking by these nine teachers. Expressed as a percentage of the average total instructional time available to the English class, the teachers speak on an average of 43.7% of the time. If their verbal contributions are considered as a proportion of the total amount of vocal

TABLE I

CLASS TIME SPENT IN FORMAL COMMUNICATION RELATIVE TO TOTAL AVAILABLE TIME

Class	Total Time Avail.	Time Spent Talking (T & P) (incl. read.)	(not incl. read.)	% Total Talk of Time Available (incl. read.)	(not incl. read.)	% T Tlk of Tot. Time Available	% P Talk of Total Time Available (incl. read.)	(not incl. read.)
712	47.55	33.32	26.01	76.6	54.3	41.8	34.8	12.5
721	47.47	21.10	21.10	44.3	44.3	31.9	12.4	12.4
734	50.25	28.58	28.58	57.5	57.5	46	11.5	11.5
812	43.32	15.93	15.93	45.7	45.7	39	7	7
825	42.05	29.13	21.24	69.4	50.9	46.2	23.2	4.7
832	48.00	28.08	26.32	58.6	55.3	50.1	8.5	5.1
914	45.51	34.58	33.02	76	72	66.2	10	5.8
923	45.40	28.26	26.26	61.8	57.9	50.5	11.3	7.3
934	45.22	16.06	15.07	35.5	33.3	28.3	7.2	5.1
$\bar{X}$ =	46.16	26.01	23.72	58.56	52.34	43.7	13.1	8.0

activity in the classroom, the percentage increases to 74.9. Since these are English classes, a sizable number of the lines actually spoken are read from texts or other literary sources by pupils. If these lines are eliminated from the count on the grounds that they do not reflect a cognitive contribution by the pupil, but simply a means for exposing all pupils to the same set of stimuli simultaneously, the proportion of classroom talk spoken by the teachers jumps to 83.4%.

From Table 2 it is apparent that the individual differences among the teachers are substantial, ranging from 54.6% to 86.8%, or from 72% to 91.9%, depending upon whether one includes lines read orally by pupils as part of the total talk of the classroom. Whichever of those two bases is selected for comparison, the impression remains of an overwhelming preponderance of verbal activity by the teachers. Particularly if the more rigorous criterion is applied (in which oral reading is excluded) only one of the nine reachers accounts for less than three-fourths of the formal communication in his classroom, and three of the teachers do more than ninety per cent of the talking in their respective classrooms.

Insert Table 2 about here

Properties of Pupil Formal Communication

The chief properties of formal pupil communication in the classroom are its brevity and the inequality of its distribution. There are additional interesting aspects of these communications, but they are variable

TABLE II

PERCENTAGE ANALYSIS OF TEACHER AND PUPIL TALK

Class	T Talk	Pupil Talk		% Teacher Talk of Total Talk		% Pupil Talk of Total Talk	
		(incl. read.)	(not incl. read.)	(incl. read.)	(not incl. read.)	(incl. read.)	(not incl. read.)
712	20.12	13.20	5.59	54.6	77	45.4	23
721	15.15	5.55	5.55	72	72	28	28
734	23.11	5.47	5.47	80	80	20	20
812	13.38	2.55	2.55	85.3	85.3	14.7	14.7
825	19.26	9.47	1.58	66.5	90.8	33.5	9.2
832	24.04	4.04	2.28	85.5	90.7	14.5	9.3
914	30.21	4.37	2.41	86.8	91.9	13.2	8.1
923	23.17	5.09	3.21	81.8	87.3	18.2	12.7
934	12.49	3.17	2.18	79.6	84.8	20.4	15.2

from class to class and cannot be identified as properties. Included here is the relationship between frequency of voluntary participation and frequency of participation at the teacher's demand, which appears in a number of classes but is strikingly absent in others. Another such element is the ill-defined sets of relationships between pupil formal communication and sociometric status in the classroom group. Each of these issues will subsequently be treated in detail.

If one had to characterize the utterances of the pupils in these several junior high school English classes, the description would be of the following order. The typical student seems to participate in a public way on the average about two times each class period. Each utterance is approximately eight-and-a-half words in length. (Corey in 1939 and 1940 reported that the average pupil response to a teacher question is eleven words in length. Although we have not segregated pupil speeches in terms of such responses, our figure of 8.5 and Corey's of 11 seem to be of the same general magnitude.)

Of the two brief speeches this hypothetical student makes each day, one will tend to be at his own behest; the other at the request of the teacher. The chances are quite good that his speech will deal with the subject matter of the lesson. Perhaps one time in ten it will be directed at an issue in classroom management, such as the nature of a procedure or assignment. Only rarely will the student speak out on the classroom floor about prohibitory or disciplinary matters. Our data suggests that this occurs in less than one speech in a hundred, and our guess is that many individuals never make such speeches.

TABLE III

MEAN NUMBERS AND LENGTHS OF PUPIL SPEECHES

Class	Mean Number	Mean Length
712	10.06	11.32
721	16.53	9.43
734	22.05	7.08
812	8.46	10.01
825	5.76	8.70
832	13.21	5.54
914	4.81	10.06
923	7.90	5.76
	G_M 11.10	G_M 8.49

TABLE IV

PERCENTAGE OF VOLUNTARY AND NONVOLUNTARY

Class	Pupil Speeches (1)*	(2)*
712	48.7	51.3
721	20.5	79.5
734	56.3	43.7
812	45.3	54.7
825	77.1	22.9
832	37.4	62.6
914	69.3	30.7
923	47.1	52.9
Average %**	45.2	54.8

*(1) - voluntary: pupil raised hand seeking floor
(2) - nonvoluntary: pupil did not raise hand, no ostensible indication of wishing to participate

**Computed from total raw scores

TABLE V

PERCENTAGE OF MANAGEMENT, SUBSTANTIVE, AND PROHIBITORY PUPIL COMMUNICATION

Class	(M)	(S)	(P)
712	13.7	86.0	.3
721	24.1	75.2	.7
734	10.6	88.4	1.0
812	8.8	90.5	.7
825	2.8	95.8	1.4
832	2.5	97.5	0.0
914	6.4	92.5	1.1
923	4.9	93.5	1.6
	G_M* 11.6	G_M* 87.6	G_M* .8

*Based on total raw scores.

While the above analysis is useful enough for portraying a general picture about pupil classroom communication, it fails completely to take into account the role of individual differences. There are two kinds of individual differences that must be considered, those among students and those among teachers. We shall deal first with the individual differences among pupils, and for ease of communication, we shall employ figures presented in Table III for this analysis; specifically, we shall continue to use the figure 8.49 to represent the average length of any pupil speech, no matter by whom or under what circumstances it is made. The reader is reminded that this is a device to simplify the presentation, but it should be kept in mind that some distortion is consequently introduced.

A look at Table VI reflects the great inequalities in formal pupil communication that occur in the eight classrooms studied.[1] If we translate numbers of speeches into numbers of words, we find discrepancies between high and low speakers ranging from a low in class 832 of 34 words spoken by the least voluble class member and 170 by the most, to a maximum discrepancy in class 914 of zero and 382, or of 26 and 730 in class 734. Table VII has been constructed to illustrate what the range of such individual differences in interaction would amount to if the data of our sample were representative of each week of the forty weeks in the school year. Examination of that Table intensifies the impression that pupils found in the same classroom experience very different environments from each other. To what features of classroom learning and adjustment to school these differences relate is an important and largely unexplored

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[1] Class 934 was not included in these analyses because of the high frequency of absences, plus the fact that a large proportion of the group was away on a field trip one day.

TABLE VI

LOWEST AND HIGHEST FREQUENCIES OF PUPIL COMMUNICATION

Class	N	Lowest	(Mean)	Highest
712	32	1	10.06	25
721	34	6	16.53	32
734	23	3	22.05	86
812	35	1	8.46	21
825	25	0	5.76	30
832	21	4	13.21	20
914	36	0	4.81	45
923	31	0	7.90	37

TABLE VII

HYPOTHETICAL DISTRIBUTION OF PUPIL COMMUNICATION
BASED ON FORTY WEEK SCHOOL YEAR

Class	Lowest Communicator Number of Communications	Lowest Communicator No. of Words*	Highest Communicator Number of Communications	Highest Communicator No. of Words*
712	40	340	1000	8490
721	240	2038	1280	10867
734	120	1019	3440	29206
812	40	340	840	7132
825	0	0	1200	10188
832	160	1358	800	6792
914	0	0	1800	15282
923	0	0	1480	12565

*Based on sample grand mean of 8.49 words.

research question.

Numerous efforts were made during the course of data analyses, to account for the range of individual differences uncovered; account for them in the sense of identifying correlates or characteristics that would help to explain the variance between high and low rate interactors. None of the more obvious variables from the standpoint of instruction or instructional theory were found to be significantly related to frequency of formal communication. Sex, IQ, and seating patterns particularly were examined, since they are either highly discernible in the classroom (sex), prominently related to achievement and therefore typically salient for teachers (IQ), or easily manipulable (seating patterns).

Of the various sets of relationships examined, only sociometric status yields significant findings, and even here, the findings are far from consistent. They are carried in Table VIII to be interpreted by the reader. Bear in mind that the (7-8) dimension reflects pupil perceptions of frequency of participation. Despite the apparent correspondence between the perceptions requested and the data with which those perceptions are correlated, only five of the eight relationships are significant, although a sixth one approaches significance reasonably closely. Attention here should properly be drawn, the authors think, not to the magnitude of the correlations in those classes where significance was attained, but where it was not. What is going on in classes like 832 and 721 where correlations of .13 and .10 respectively occur? After all, this was a straightforward analysis between two observations of the same behavior. One would expect them to be highly correlated. Indeed, the .88 value

TABLE VIII

CORRELATIONAL ANALYSIS:

TOTAL PARTICIPATION WITH EACH OF FIVE SOCIOMETRIC SCORES

Class	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	df
712	.157	.383*	.178	.293	.44*	29
721	-.029	-.03	.102	.097	-.038	22
734	.708**	.697**	.766**	.755**	.321	11
812	.523**	.664**	.631**	.878**	.021	26
825	.094	.058	.405	.603**	-.202	20
832	.081	.242	.066	.132	.225	13
914	.313	.04	.404*	.602**	-.239	32
923	.431*	.472*	.389	.530**	.262	21

* = $p < .05$
** = $p < .01$

Explanation of sociometric scores

1 & 2 - Name the 3 or 4 people who are the best (poorest) students in the English class.

3 & 4 - Name the 3 or 4 people who are the best leaders (not very successful leaders).

5 & 6 - Name the 3 or 4 people whom the teacher is most (least) likely to call on for the answer to a difficult question.

7 & 8 - Name the 3 or 4 people in this English class who recite most (least) frequently.

9 & 10- Name the 3 or 4 people in this English class who are best (least) liked by other students.

achieved in class 812 seems much closer to an expected average value for this relationship than, as it turns out to be, easily the highest correlation.

The second major observation to be made about Table VIII is that the relationships seem to exist in some classes, but not in others. For example, 16 of the 40 separate analyses are significant. As indicated earlier, the (7-8) dimension fares best, achieving significance in five of eight comparisons. But in two classes, 812 and 734, four of five analyses are significant. In another, 923, three of five hold up. These three classes account for all but five of the total number of significant relationships. None of the five relationships are significant in two of the classes. In fact, one would be hard pressed to find a set of five correlations, such as those presented in row 721, that would by chance range any closer around zero.

Perhaps the most meaningful statement that can be made is to say that in half the classes examined, overt formal communication of pupils is significantly associated with peer estimates of academic ability and leadership. In the other half of the classes, these relationships do not hold. Neither grade level nor track is of any explanatory value, since we have positive and negative instances of each value of both. The relationships are found in classes 734, 812, and 923, but not in 914, 825, 721, or 832. We are left, in the present case, with no way to explain when these relationships will occur and when they will not.

Individual Differences among Teachers

The teachers differ from each other in the extent to which they encourage or permit pupil verbal participation in the classroom. An estimate of this difference is seen by obtaining from Table III the product for each teacher of the two values presented there. These products represent the mean number of words spoken during the five observation days by each member of the class. The eight products range from a low in class 923 of 45.50 to a high of 156.11 in class 734. But when these values are ordered by grade level, there is distinctly a difference in the average amount of pupil talk. The mean value for grade 7 is 141.96, for grade 8 it is 69.33, and in the ninth grade classes, the figure is 46.95. These values are clearly significantly different overall ($F = 18.2$, $df = 2,5$, $p < .01$). The seventh grades allow significantly more pupil participation on the average than either the eighth or ninth grade teachers ($p < .01$ for both comparisons). Despite a sizable mean difference, the values for the eighth and ninth grades are not significantly different from each other.

One further difference among the teachers remains to be discussed. It concerns the tactics employed by the teachers in involving pupils in classroom discussion. From Table IV it can be seen how and to what extent the teachers differ in distributing pupil interactions between voluntary and nonvoluntary. Teacher 721, and, to a lesser extent Teacher 832, heavily control access to communication. Teachers 825 and 914 obviously play this particular game quite differently. About two-thirds to three-quarters of the communicating done by pupils in their classrooms occurs at the request of the pupils rather than the teacher.

The teachers also differ with respect to how individual pupils become direct participants in classroom interaction. Table IX presents correlation coefficients between voluntary and nonvoluntary pupil participation. Again, in half the classes studied, these relationships are statistically significant, and in the other half they are not. Put simply, a pupil in any of the seventh grade classes or in class 914 can expect the teacher to call for his participation more often if he is voluntarily a high rate interactor, and less often if he is not. These teachers appear to support the natural proclivities of pupils to interact frequently or infrequently. In the other classes, one's chances of being singled out by the teacher seem to be no different than anyone else's in relation to this variable. Again, however, the relationships found here are suggestive and intriguing rather than definitive.

TABLE IX

CORRELATIONS BETWEEN VOLUNTARY (1) AND NONVOLUNTARY (2) PUPIL PARTICIPATION

Class	r	df	p
712	.53	30	$<.01$
721	.42	32	$<.05$
734	.50	21	$<.05$
812	-.19	32	n.s.
825	.01	23	n.s.
832	.24	19	n.s.
914	.44	34	$<.01$
923	.33	29	n.s.

The Substance of Pupils' Thoughts During Classes

In the previous chapter we outlined the properties of formal pupil classroom communication. In this chapter our interest shifts to what may be a related phenomenon, but one that possesses strikingly different characteristics. What do students think about during the minutes and hours they spend in classrooms? The authors consider the answer or answers to this question to possess great relevance for problems of the psychology of classroom thinking, and at the same time to be of intense interest to classroom teachers.

We pause now briefly to develop a rationale for our suggestion that knowledge about the in-class, covert thinking of pupils is consequential for the learning process. Let us argue that learning occurs most readily when the learner is somehow actively engaged with and acting upon the material to be learned. This argument disregards issues such as the organization and sequence of materials, as it does concepts of motivation, practice, and reinforcement, except insofar as they are necessary for establishing the fundamental condition that we desire, the cognitive interplay with the task to be learned.

We do not mean to say, or to imply, that these basic concepts and variables are unimportant for learning, but simply that at the level of analyses we are discussing, their role may be completed, or it may remain to be played. Some of them, motivation for example, would seem to be crucial for the occurrence of the interaction we want to see developed. Concepts of practice and reinforcement may be essential for maintaining and strengthening responses. The question is not whether these processes do or do not occur, or whether they do or do not influence learning. The question is what these processes look like at the molecular level of analysis such as classroom interaction.

In the first chapter of this monograph, we conceded the face validity of Cogan's argument that concepts such as required work and self-initiated work constitute proximate criteria of learning. One must here, as is always true, assume that other factors which influence amount, rate, and type of learning are somehow to be controlled. Then, with such controls exercised, it is easy enough to accept the conclusion that, say, of two equally endowed students of social studies, the one who engages in more social studies relevant tasks will learn more.

We argue here by analogy that covert pupil thinking is a proximate criterion of learning that goes on in the classroom. Indeed, there is strong evidence that furnishes support directly upon this point. Bloom (1954) indicates that relevant covert thinking scores of college students in discussion classes correlate .61 with grades scored on end of course comprehensive examinations. Ratings by instructors of the quality and extent of overt participation by students in class discussion correlate .57 and .67 respectively with comprehensive examination scores. These same ratings, singly or in combination, correlate negligibly with the relevant covert thinking scores, but a multiple correlation combining overt and covert ratings to predict comprehensive examination grade yields a coefficient of .86. As Bloom puts it, this ". . .is an unusually high multiple correlation in educational research when only two variables and a criterion are involved" (Bloom, 1954, p. 30).

Very similar findings with respect to the relationship between covert thinking and class achievement have been reported by Krauskopf (1963). Krauskopf's subjects were college students enrolled in a general psychology course. Their scores on written statements of covert thinking correlated significantly (.56) with a test of application of principles and interpretation of data given immediately after the lectures in which covert thinking data were collected. The covert thinking scores also correlated significantly (.27, p .05) with students' final course grades.

Admittedly, the evidence adduced all comes from studies conducted using college students as subjects, and we cannot properly argue that findings would be the same for students of junior high school. That is to say, such evidence needs to be provided rather than just assumed. Nonetheless, the authors believe that what has been reported here strengthens their contention that covert pupil thinking constitutes a proximate criterion of classroom learning.

The procedures that were used to collect samples of pupil covert thinking in the present study have already been described in detail in Chapter Two (pp. 27-30), and they will not be reviewed here. For purposes of the present discussion, these pupil responses were scored following the outline provided by Bloom (1953) with two exceptions. These exceptions will be noted first. Because of a difference in our procedures compared with Bloom's, the presence of observers in the classroom, the pupils directed sufficient of their thoughts toward the observers, that a category to record them seemed warranted.

Concern is sometimes expressed over the validity of classroom observational data. Somehow the presence of the observers is felt to distort the pristine purity of behavior that occurs in the classroom when observers are not present. The researcher usually defends himself by asserting that any undue attention to him or to his equipment and data taking operations dissipates within a day or two. One of the interesting side benefits of this particular investigation lies in the fact that we were able, of course, to tally and graph the responses of students that alluded in any way to the presence or activities of the research staff members.

It is certainly true that a casual visitor to the classroom elicits a widespread stir of attention, at least when he is the principal of the junior high school. He visited one of the classrooms one day shortly before one of our "stops" was taken, and engaged the teacher in quiet conversation. Of the twenty-eight pupils present on that morning, nine of them mentioned the principal's visit in their next response. Thus, his presence had a pervasive influence. For the most part, these responses indicated casual curiosity by the students. Representative of their remarks is the statement, "Our principle (sic) of the school came in and I wondered what he wanted."

We found that the student responses directed toward the observers reflected a combination of curiosity and anxiety on the first, and to some degree, on the second day. Not uncommon were responses that said, in effect, "What are you people doing here?" Occasional comments of the "horrible thoughts" variety were made, in which a student envisioned that we were going to play back the tape recording of their lesson. (We wonder why the student or the investigators perceive this as an unpleasant or punitive act.) Several students were preoccupied with our reactions to them. One or two responses on the first day remarked upon the altered behavior of the teacher! One young man, obviously destined for school administration, observed the beneficial effects derived from the presence of strangers. "I pay a lot better attention to the lesson. You should come to class every day."

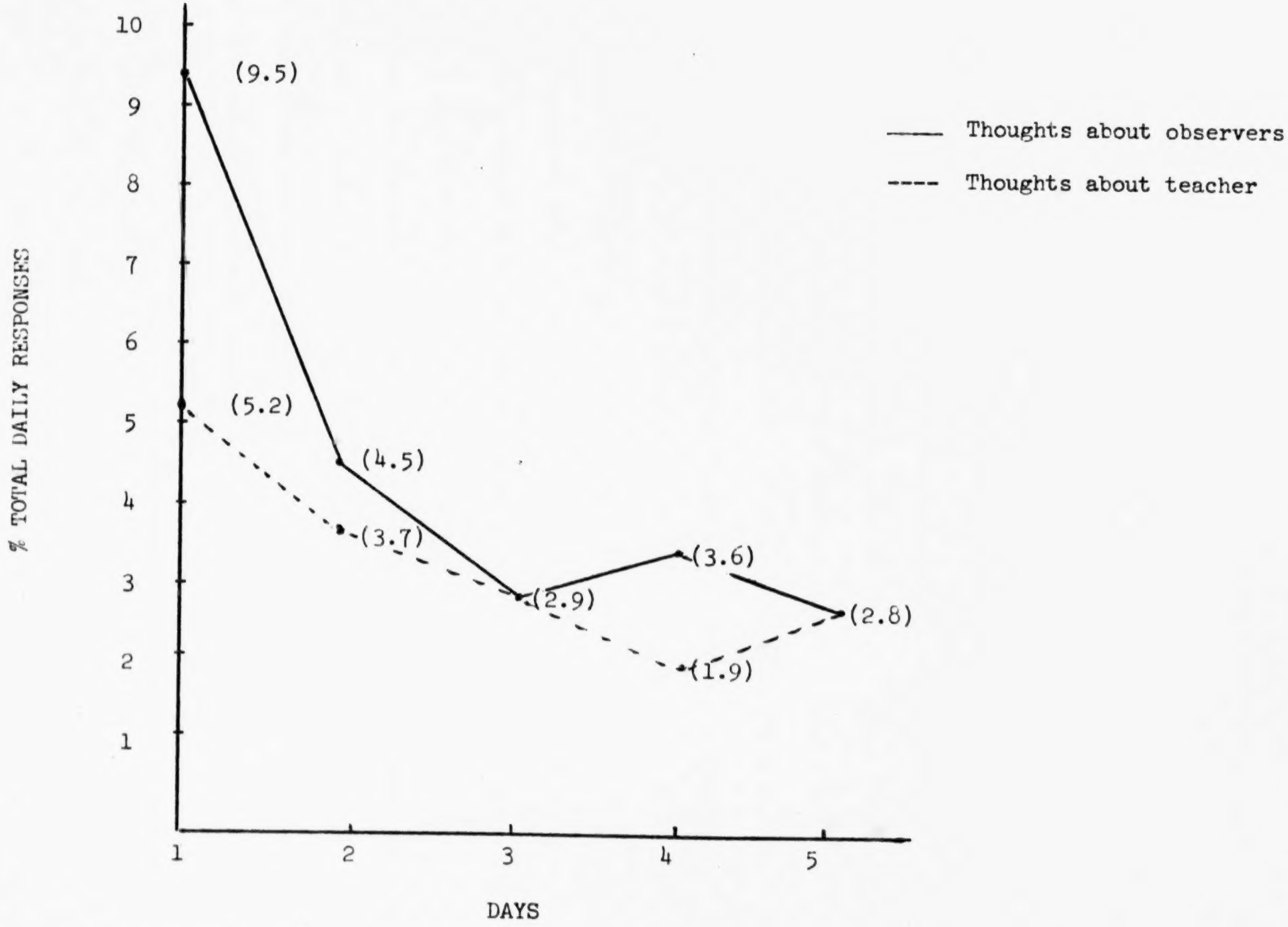
Figure I shows graphically the day by day decrement in the percentage of thoughts addressed to the observers. From a first day high of almost ten per cent, the level diminishes rapidly to around five per cent, and stabilizes below that. It seemed only fair, however, if we wished to argue that observers influence pupil responses in only a minor way and for only a short time, to attempt to provide some kind of control data. Pupil responses about the teacher obviously represented the best opportunity for such a control, since, like the observers, the teachers are adults and they are highly visible in the classroom, but, unlike the observers, they are well known to the students, and they play a consistent and predictible role in the classroom. Although the percentage of comments directed toward the teachers is greatest on the first day of observation, it does not begin to rival that of the observers.

Insert Figure I about here

It seems to us to be of very great interest that on the third and fifth days, the curves for the two sets of observations are identical

FIGURE I

GRAPHIC PRESENTATION OF COVERT PUPILS' THOUGHTS
DIRECTED AT OBSERVERS AND TEACHERS. DAYS 1-5



with each other. We interpret this to mean that, in the present case at least, students are no more aware of the behavior of observers in the classroom after two observations, than they are of the teacher whose presence they have grown accustomed to since the first day of the semester. Certainly our data show that the pupils' attention focussed heavily (about 10% of all reports) upon the observers on the first day and to that extent, the thoughts reported are obviously different from what they would have been without our presence. But we are not willing to concede that this reduction in thoughts in other categories necessarily constitutes a distortion of the thinking reported. Above all, we want to be very clear that we do not interpret these findings to mean that the data from the first day of observations ought not to be analyzed in classroom studies. Rather, we think these data will be of interest to other observers, who will wish to interpret them in the light of their own research purposes.

The second exception to Bloom's categories noted earlier involves our decision to collapse several kinds of thought responses into a single one; we have called it simply higher level thought processes. This replaces three categories in Bloom's work: one dealing with application, one with problem solving and synthesizing efforts, and one with evaluation of the meaningfulness and accuracy of the lecture or discussion. Our early analyses retained those categories, but the frequency with which events that could be tallied in them occurred was so low that the decision was reached to reduce the three to one.

We now call the reader's attention to Table X. Table X presents two sets of data, organized around the same sets of categories, originally suggested by Bloom, with modifications that have already been discussed. These two sets of data come first from Bloom, showing the percentages of college students' thoughts in lectures and in discussion groups. The last column presents comparable data for our sample of nine classes.

Direct comparisons between Bloom's data and ours are awkward and, in any event they would not be very meaningful, considering the vast developmental, intellectual, and motivational differences between our junior high school students and students in the College of the University of Chicago. Still, some of the similarities and differences between the two samples of students are interesting and noteworthy. If we proceed directly through Table X in a straightforward way, the first striking similarity among the groups occurs with respect to their thoughts about the teachers or instructors. The reports of Bloom's data are not sufficiently detailed to permit any tests of significance, but one would suspect the group of students are no different in the amount of time in class that they devote to thinking about the teacher.

The major differences between the groups of students are found first of all in the percentages of their reported thoughts that are relevant to the subject matter at hand, and which are not relevant. As can be seen in Table X, the percentage of classroom task relevant thinking (41%) is much lower than that of the college student sample. This difference, in turn, seems to be accounted for in two principal ways; the much greater amount of thinking about themselves done by the younger students (better than one-fourth of the total responses written fell into this category), and the smaller proportion of subject matter relevant thinking engaged

TABLE X

A COMPARISON OF IN-CLASS THOUGHTS BETWEEN COLLEGE STUDENTS (BLOOM)* AND JUNIOR HIGH SCHOOL STUDENTS

	College Students		Junior High
	Lecture	Discussion	School Students
1. Thoughts about other persons			
A. About student speaking	0.0	7.9	2.5
B. About instructor	3.2	3.8	3.4
C. About the observers	--	--	4.8
D. About other persons	4.8	3.1	9.0
Total	8.0	14.8	19.7
2. Thoughts about self			
A. Expressive of adequacy or inadequacy of self	1.6	7.4	8.4
B. Unrelated to classroom	3.4	4.3	19.2
Total	5.0	11.7	27.6
Total Nonrelevant Responses	13.0	26.5	47.3
3. Irrelevant associations, tangential thoughts, passive thoughts	33.2	19.2	37.1
4. Simple comprehension	22.4	8.6	3.6
5. Higher level thought processes	26.8	35.0	.8
Total Relevant Responses	82.4	62.8	41.5
6. Unclassified Responses	4.6	10.7	11.2
Total	100	100	100

in by the junior high school sample. Note particularly in Table X that, of the three categories bearing upon subject matter relevant thinking, something less than five per cent of the total pupil thoughts reported were classifiable under "comprehension" and "higher level thought processes" combined.

Thoughts about the Self

Since so sizable a proportion of the written pupil statements reflected thoughts about themselves, it seemed advisable to attempt to differentiate those statements into categories less broad than the two provided by Bloom's scheme, and which might also be more meaningful with respect to the psychological functioning of these young adolescents.

For these purposes reference was made to the following quotation from Jersild (1963), in which he identifies the major categories into which adolescent self-descriptions are ordinarily classifiable.

> When young people describe themselves in their own words the characteristics they mention range from details of their physical appearance to sweeping descriptions of their personalities.
>
> Among the characteristics adolescents name most frequently in assessing themselves are the following:
>
> Physical: general appearance, height, weight, body build, and facial features, such as the eyes, nose, and hair.
> Intellectual: such as having or not having a good ability to learn, think, reason, remember, or having or lacking curiosity.
> Special talents: such as ability or lack of ability in music, dancing, the arts, and mechanics.
> Interest and skill, or lack of skill, in sports and games.
> Clothes and grooming, including taste in choosing clothes, hairdo, etc.

> Performance in school and attitudes toward school.
> Character traits and temperamental qualities, such
> as being easygoing or having a sense of humor.
> Social attitudes and relationships, such as ability
> to get along with others. (Jersild, 1963, p. 32.)

The student protocols were scored again, and this time analyzed according to the types specified by Jersild. Table XI carries the results of that analysis, broken down by grade levels.

Insert Table XI about here

We have compiled a selection of examples of these statements by students in Table XII to provide the reader with something of the flavor of the content of the student remarks.

Insert Table XII about here

We observed earlier that a smaller percentage of the thoughts of our students were subject matter relevant than was true of the college students studied by Bloom. At the time we discussed Table X, we suggested that the great developmental differences between junior high school age and college age students probably played a major role in the differences in thinking reported by the two groups of students. A rough check on that suggestion seemed to be feasible by comparing the amount of subject matter relevant thought occurring across the three grade levels of our sample. This figure, expressed as a percentage of all responses, increases regularly across the grade. For grade 7, the percentage of sub-

TABLE XI

THOUGHTS ABOUT THEMSELVES REPORTED BY A SAMPLE OF JUNIOR HIGH SCHOOL STUDENTS

Category of Thought	Grade 7th f	7th %	8th f	8th %	9th f	9th %
Physical	17	9.24	45	14.20	29	8.29
Intellectual	13	7.07	27	8.52	12	3.43
Special Talents	4	2.17	4	1.26	10	2.86
Interest and Skill in Sports	16	8.70	22	6.94	40	11.43
Clothes and Grooming	5	2.72	17	5.36	22	6.29
School Performance and Attitudes toward School	65	35.33	93	29.34	82	23.43
Character Traits	1	.54	3	.95	1	.29
Social Attitudes and Relationships	43	23.37	70	22.08	96	27.43
Miscellaneous	20	10.87	36	11.36	58	16.57

TABLE XII

EXAMPLES OF STUDENT THOUGHTS ABOUT THEMSELVES

Physical	"What I was going to eat for lunch today." "My freckles, because I was reading about a boy with a 'milky way' of freckles."
Intellectual	"How much I'll need to study to get the word right."
Special Talents	"I was thinking about the time when I will get an electric guitar and amplifier and a set of Gretsch drums."
Interest-Skill in Sports	"How much fun it was playing football yesterday with some boys." "About going ice skating."
Clothes-Grooming	"Trying to decide what to wear at the Junior Miss Pageant tonight."
Perform.-Att. toward School	"I was thinking about my next hour class. Because I can't wate (sic) to get out of here."
Charac. Traits	"I was thinking that my girlfriend is so much more witty than myself."
Social Att. and Relationships	"I was thinking about a party I had been to Saturday night." "About a group of girls calling my name while I was walking the hall this morning. And this girl smiling at me while I was standing with my buddy. . ."
Miscellaneous	"I was wondering what they'll have on at the movies this weekend that I can go see."

ject matter relevant responses of all responses recorded is 31.0, for grade 8 it is 38.6, and for grade 9, 51.0. All three of the comparisons among grades in this respect are statistically significant.

Why this increment in cognitive relevance should occur is not easy to understand. If it is interpreted in terms of the broad hypothesis stated at the beginning of this chapter, that relevant thinking is a proximate criterion of classroom learning, then the implication would seem to follow that eighth graders learn more than seventh graders, ninth graders more than eighth, and so on, a conclusion that seems unlikely to find much evidence to support it. It may simply be that older children are more easily able to pay attention to the substance of the lesson, a fact of which these data are a reflection.

Bloom (1954) reported that the greatest amount of subject matter relevant thinking is done by students slightly below average in scholastic aptitude, and that this is probably a function of several variables; that instructors try to gear the intellectual demand to average rather than exceptional students, and that superior students may engage in more irrelevant thinking because of their familiarity with the ideas presented, or boredom with what is going on in the classroom.

When our data are analyzed by achievement levels (Tracks 1, 2, and 3) rather than by grade levels, a similar phenomenon occurs. When the total percentage of nonrelevant thoughts are considered for each level, they are seen to be 52.3 for Track 1 (high achievement), 39.7 for Track 2 (average), and 50.1 for Track 3 (low). The difference between Track 1 and Track 2, and that between Track 2 and Track 3, is statistically significant. Tracks 1 and 3, with very similar values, are not significantly different from each other.

These findings, coupled with those reported by Bloom and discussed above, tend to lead toward the speculation that teachers in this sample may conduct their lessons in such ways and choose or present instructional materials that are more meaningful and otherwise engrossing to students of roughly average ability and achievement than for either more or less able students. We do not mean to say that this is a conclusion which necessarily follows from the findings we have reported; only that it constitutes an interesting and potentially fruitful hypothesis. If we regard the covert thinking of pupils during lessons as a meaningful dependent variable, one related to classroom learning, would it not then be useful to consider tactics that teachers might employ with the brighter and with the less bright, with the goal of reducing the percentage of nonrelevant thinking engaged in by these pupils? The authors believe that a series of studies, properly conceived, would have a high probability of leading toward practical outcomes for teachers, such as concrete suggestions for reducing nonrelevant thinking, statements of methods and procedures appropriate for groups of varying ability, etc.

Specific Stimuli and Student Thinking

As a footnote to Chapter Two, we suggested that covert thinking of pupils solicited at any time will be controlled to some extent by the stimuli that are peculiar to that time and place. As one particular, we suggested that the season of the year would be reflected in student thinking. Table XIII has been constructed to specify and to clarify this issue.

When appropriate, pupil statements were classified into two major categories (Seasonal and Time of School Year), each of which is further divided into two subcategories. These subcategories are seen below, where we list them and some examples of pupil thinking that were classified under each of the four subcategories.

Seasonal - Weather

> "I was hopping (sic) it would snow 30 ft. deep."
> "I was looking out the window thinking if it was going to be colder tonight or not."

Seasonal - Activities

> "About going skating tonight."
> "I was trying to think of how I'll be able to get a ride to the basketball game tonight."

Time of School Year - Academic Thoughts

> "I was wondering how hard the semester tests were going to be."
> "What my grade (sic) are going to be on my report card."

Time of School Year - Non-Academic Thoughts

> "I was thinking about next Friday. When we don't have any school and what Pat and I are going to do."
> "I was thinking how much I was looking forward to the 21st of this month because we would be off of school and that Cathy was going to have a party that night."

Table XIII shows the percentage of thoughts reported by members of each class devoted to the various categories and subcategories. Though there are some differences among classes, it appears that, on the average, students devote approximately five per cent of their reported thoughts to seasonal-related activities and events.

Insert Table XIII about here

TABLE XIII

PERCENTAGE OF PUPIL COMMENTS DEALING WITH SEASON AND TIME OF SCHOOL YEAR

	Seasonal		Time of School Year		
Class	Weath.	Activ.	Exams, etc.	Non-Acad.	Total
91	0.28	2.13	0.42	0	2.83
92	1.25	1.25	0.89	0	3.39
93	6.60	2.20	2.20	0.24	11.24
81	1.74	1.39	1.74	1.74	6.61
82	2.56	1.63	1.17	1.40	6.76
83	0.81	0	1.09	2.72	4.62
71	1.35	1.35	0.90	1.13	4.73
72	0.20	1.41	2.82	0	4.43
73	3.17	1.06	1.59	0	5.82
9th	2.15	1.86	1.01	0.06	5.08
8th	1.75	1.09	1.38	1.89	6.11
7th	1.15	1.33	1.86	0.44	4.78
Track 1	1.05	1.68	0.98	0.87	4.58
Track 2	1.28	1.41	1.62	0.40	4.71
Track 3	3.73	1.14	1.66	1.14	7.67

It is particularly interesting to note the disproportionate amount of attention paid to these issues by the members of Class 934 in comparison with other classes. Inspection of the Table reveals that much of the difference between Class 934 and the other two ninth grades, although not all of it, lies in the weather subcategory. We think the best explanation of this difference is to be found in the fact that a heavy, no nonsense snow was falling, the first really good snow of the season, during one of the periods when that class was under observation. None of the other classes were observed on that particular afternoon. On that day, twenty-four pupils each wrote four responses, for a total of ninety-six. Of that number, twenty-two, almost one-fourth of the total, allude to the snow one way or another. For example,

> "I was thinking that it will snow till evening."
>
> "I was looking out the window, watching it snow, and hopping (sic) we get a (sic) least a ft."
>
> "I was thinking how cold it was going to be walking home in the snow."

Although our records are not detailed enough to show it and our memories too poor to recollect, it would seem that this snowfall either began or intensified about midway during that early afternoon hour. Of the twenty-two "snow" responses, thirteen of them occur at the second "stop."

The more general point to be made is that many of the thought responses written by the students were rather clearly contingent upon current and often transitory stimuli. This seems to have been the case with substantive or subject matter issues, and with nonsubstantive issues such as other students walking by the classroom, a low flying airplane, the snow storm just described, etc.

Issues in Sampling Covert Thoughts

In bringing this chapter to a conclusion, it seems to be necessary to confront some issues having to do with the sampling of covert thoughts of pupils. What is really represented by the responses we secured from students is difficult to say. We have checked the content of "stops" against the content of the typescripts sufficiently, we feel, to know something about the time range covered by the responses. It tends to be very brief, up to a minute or so on the average perhaps. The content of the lesson causes the time to vary somewhat, so perhaps it is just as well not to attempt now a more precise statement. We feel confident that had each of the stops we made been displaced by two or three minutes, the substantive content of the responses would have been virtually altogether different.

How the students selected the content about which to write is not known. The dispersion of certain classroom events, such as the principal's visit or the snowstorm, about which we have written, throughout the class, makes it evident that some occurrences become highly salient and likely to capture the conscious awareness of the students. This is equally true of substantive events in the classroom. We find a number of occasions where some information imparted by the teacher dominates the reports of students. Even when this happens, however, the event has typically occurred shortly before the "stop." One of the continuing strands of this project will be its efforts to isolate and specify the conditions under which dispersion, intensity, and duration vary.

Very briefly, dispersion refers to the extent to which a single episode dominates the reports of students, intensity concerns both the competition among events that occurred between stops and the extent to which a given one emerges pure (to the exclusion of others). Duration refers to frequency of recurrence in later "stops" of a topic previously presented. A study is now planned that will use existing data to refine these three variables, and yield a first approximation to a statement of the properties of vital classroom events, that is, events that are high on the three variables.

Finally, we think that the use of covert thinking data, as originally introduced by Bloom, and as modified by Krauskopf, and others, as well as in the present studies, provides a useful and essential key to further and clearer understanding between the events that occur in the classroom and the role that they play in classroom learning. Further theoretical and empirical development of these concepts is badly needed. The authors believe that early attention to such concerns could make a significant contribution to the ultimate aim of educational research, improved teaching and learning.

The Relationships between Teacher and Student Overt Thinking

So much of what occurs in classrooms does so at the level of overt interaction between teachers and pupils that any effort to understand the operation of the thinking processes of students must perforce reckon with that ongoing interaction. The major purpose of this chapter is to examine relationships between the overt verbal thinking behavior of teachers and that of pupils.

From all that is already known about teacher-pupil interaction, the expectation exists that the direction of influence in communication would be from teacher to student. Still, we knew of no existing data that sketch out the relationships with real clarity. Taba's (1966) recent development of the concept of the teaching module provides an example of the sort of analyses we think should be made and could be made productively of complete protocols of the instructional process. For Taba, the module is a sequence of teacher and pupil interactions that are characterized by one or more high level thinking responses of a pupil. Taba had, in her 1966 monograph, identified four different kinds of such modules. Presumably if it is possible to isolate and experimentally vary the characteristics of teacher behavior that signal the occasion for high level pupil thinking, it should also be possible to develop and communicate to teachers some general guidelines for tactics and strategies of teaching that would tend to foster and facilitate higher levels of pupil thinking in the classroom.

Similarly, an interesting piece of exploratory work by Gallagher and Aschner (1963) suggests the enabling role of teacher behavior in increasing the frequency of student behavior of the particular type, in this case divergent thinking. Their data support the general contention that a minimal amount of divergent seeking behavior by the teacher is sufficient to produce a variety of divergent responses from students.

The authors of the present monograph feel that continued, systematic efforts, of the kinds instigated by Taba, and by Gallagher and Aschner, for instance, are very badly needed if a serious and concerted effort to understand and subsequently control classroom thinking is to be mounted. As a way of contributing to this effort, all forty-five typescripts were translated into codes reflecting the thinking of teachers and students according to one existing system for making such translations. These codes were subsequently translated into graphic form, assuming a hierarchy of levels of thinking. The code sheets are found in Appendix A, and the graphs in Appendix B. Since so much labor is involved in the steps beginning with the collection of classroom interaction and ending with the data in the forms in which it is found in these two appendices, the authors feel it only reasonable to make these data available for other researchers who may wish to ask questions of it, or otherwise pursue issues about classroom thinking for which these data are useful.

Coding System

The coding of the sample typescripts was accomplished using a system based on one developed by Aschner, Gallagher, Perry, Afsar, Jenner, & Farr (1965), in which the verbal interaction in the classroom is classified generally according to substantive and management behaviors. This general method of coding is not too dissimilar from that of other coding systems (notably Bellack & Davitz, 1963), but it differs markedly in the manner in which the substantive categories are coded.

The Aschner System bases its substantive coding on the well-known Structure of the Intellect (Guilford, 1956), thus making it possible to order substantive verbal utterances on a continuum of intellectual levels. Because we were interested in examining the cognitive content of the discourse of the speakers in our sample of typescripts, the Aschner System became the coding method adopted. The Aschner System uses semantic letter symbols to code verbal utterances; our system uses letters to identify the speaker and the type--but not the kind--of verbal behavior. Numbers have been used in place of the semantic symbols because of the ease in tabulating and in placing the coded comments on lined graph paper.

Despite the fact that we employed the Aschner System with only minor modifications that we felt simplified certain issues in coding and communicating results, we are reproducing the system here in considerable detail for the benefit of those readers who are not acquainted with the Aschner et al. monograph. For the genesis of and further detail about this coding system, the original monograph should, of course, be consulted.

Description of Our System

When classroom verbal interaction is to be coded, letters, symbols, or numbers are commonly utilized to designate the speaker, the type of speech (e.g., a question or a response), and the kind of speech (e.g., a substantive or management utterance). When coding the kind of speech, one may designate with appropriate codes specific delineations concerning both the substantive and management behaviors. In our case, the substantive behaviors were specified according to Guilford's Structure of the Intellect (or more correctly according to the Aschner System which is based on the Guilford scale) and the management behaviors were specified in the way mentioned in the Aschner System.

In addition, if observational data have been incorporated into the typescripts, it is possible to code the manner in which pupils enter the verbal interaction of the classroom. This was done by indicating with a number 1 or 2 whether the pupil was called on because he had his hand raised (1) or whether he was called on but did not have his hand raised (2).

A brief description of the coding letters and numbers are given below. Following this description is a table which has all of the codes and their meanings listed, accompanied by a comparison with the Aschner System.

1. Coding the speaker

   1.1 When the teacher is the speaker, A "T" is used as the first letter.

   1.2 When a pupil is the speaker, the following method is used: If observational data is available and is incorporated in the typescripts, a number 1 or 2 is used to signify whether or not the pupil's hand was raised before he was called on. Following the number is the pupil's name, followed by the letter "P." (Example: 2 Dennis P)

1.3 If the pupil is not identified on the typescript, but the sex of the speaker is known, the utterance is coded either Male P or Female P.

1.4 If neither the name of the pupil or the sex of the speaker is known, the utterance is coded P.

1.5 Sometimes the class speaks in unison. When this occurs, the utterance is coded C.

2. Coding the type of utterance. Four types of verbal discourse are possible using our coding system.

2.1 The question. A question asked by either the teacher or a pupil is a request for the performance of a certain kind of activity. This request is coded with the letter "Q" and this letter is placed directly after the letter identifying the speaker. For example, a teacher question would be coded TQ and a pupil question would be coded 1 Sharon PQ.

2.2 The response. This is a verbal behavior which is initiated by a particular kind of activity (the kinds of possible activities will be discussed shortly). This type of utterance is coded with the letter "R" and this letter is placed, like the letter Q, directly after the letter identifying the speaker.

2.3 The initiation. An initiated utterance is a spoken comment which has not been specifically prompted by a question. This is coded with the letter "I" and is placed after the letter identifying the speaker.

2.4 The directive. This is an utterance which directs someone to do something. By the nature of the type of utterance, it occurs in most, if not all, of the management kinds of verbal behavior. It is coded with the letter "D" and is placed after the letter identifying the speaker.

3. Coding the kind of utterance. We have established two major kinds of verbal behavior, substantive and management, and have further divided the management behavior into two kinds, substantive related management and non-substantive related management behavior.

3.1 Substantive utterances. These verbal comments pertain to the subject matter which is being discussed; it is here that Guilford's Structure is utilized. Five levels of cognitive operation are capable of being coded, and the following numbers are used for these behaviors:

3.1.1 Cognitive memory (using old facts, skills, or relations). This level is divided into two separate operations.

111--this number indicates an activity which involves reading, writing, or reporting, and is followed by these letters:
- BR (Giving book report)
- RA (Reading answers)
- RB (Reading from a book)
- RG (Reading grades)
- RT (Reading a test)

112--this number indicates an activity which involves recalling, recounting, or reviewing past information.

3.1.2 Cognitive memory (using new facts). This level is also divided into two sections.
121--indicates the giving or requesting of new facts.
122--indicates the giving or requesting of the clarifying or qualifying of simple, factual concepts.

3.1.3 Convergent thinking (new relations and applications). This kind of activity is divided into three levels as follows:
133--Translation and association of facts and ideas.
134--Explanation of factual relations or expressed judgments about relations.
135--Conclusion of a discussion or of a group of related ideas.

3.1.4 Divergent thinking (divergent relations). Although the Aschner System separates this activity into four kinds (elaboration, divergent association, implication, and synthesis), we have coded this kind of verbal utterance with one number bacause of the relative infrequency of its occurrence.
171--Divergent associations (includes also elaborations, implications, and syntheses).

3.1.5 Evaluative thinking. This category is divided into two categories.
181--Judgment using own values (implicit or explicit).
182--Judgment using commonly expressed values (explicit).

The numbers described above are placed after the type of utterance. For example, if the teacher asks a pupil to read from a book, the utterance would be coded TQ 111 RB and the pupil's reply might be 1 Sharon PR 111. The letters "RB" are not placed after the pupil's response; whenever a 111 kind of activity is found on the coding sheet, if the letters do not follow the number, then it means that the 111 activity is the same as the preceeding 111 activity which has a letter or letters behind it. It is possible to have any type of activity letter in front of the kind of activity described above.

3.2 Substantive related management kinds of behavior. This kind of management behavior, along with the non-substantive related management behavior, is very different as far as coding is concerned. In these two categories a specific letter is "tied" to a specific number--for example, an I 21 means something much different than an R 21, even though the numbers are the same. The description follows.

I 21--Structuring. This activity may serve as a transition to another kind of activity, or it may serve as a means to direct the present discussion toward a later date.

I 22--Suggestions about how something could be done. This utterance is usually made by the teacher, but it can be made by the pupil as well.

R 21--This kind of behavior shows agreement about something which has just been said. Sometimes the speaker may not only agree but repeat what has just been said.

R 22--This shows disagreement concerning what has just been said. As with R 21, the speaker may sometimes not only disagree but also repeat what has been said.

Q 21 or D 21--The Q 21 is a question which asks for low level feedback (e.g., "Everybody understand that?") or a question which asks about something done previously (e.g., "What did he say was the answer to number five?"). The D 21 is a directive which instructs someone to proceed with a substantive-related task.

Q 22 or D 22--The Q 22 is a question about how to do an assignment or how to proceed with a substantive task. The D 22 is a directive which tells how something should be done. (Compare with I 22, which is simply a suggestion about how something could be done.)

3.3 Management utterances not related to substantive activities.

I 31--This kind of verbal behavior gives information about class procedures not substantively related, about school policies, procedures, and announcements.

I 32--This code is an "action category," which is an indication that someone is carrying out a management procedure. It does not reflect verbal behavior, and is used when the typescript describes a behavior being performed (e.g., "Teacher sits at her desk and fills out the attendance slip.").

R 31--When a positive verdict is given concerning someone's behavior, this code is used. This occurred rarely in our typescripts, and would take the form of a comment such as "I like the tie you're wearing today, Mr. M," or "Class, your behavior when I was out of the room was very good. I want to congratulate you on that!" This code is also used when a pupil or the teacher is defending or supporting his own behavior.

R 32--This code is used much more often than the R 31. It indicates the disapproval of a non-substantive behavior. Such comments as "Tom, turn around and pay attention to your own work!" or "All right class, let's settle down." are examples of this kind of utterance.

Q 31 or D 31--The Q 31 is a question about non-substantive procedures in class. The D 31 is a directive about such procedures.

Q 32 or D 32--The Q 32 is a question about non-substantive procedures concerning out of class activities. The D 32 is a directive about such procedures.

4. Additional coding features used. Because of several utterances and occurrences of activities which cannot be meaningfully coded with the above letters and numbers, the following were used as coding devices.

4.1 An asterisk (*) after a pupil response indicates that the response--from the teacher's point of view--was incorrect.

4.2 An asterisk (*) after a question indicates that the solicitor is asking the same question as the preceeding one.

4.3 The letters "DUN" indicate that the responding person did not know the answer to the question asked.

4.4 The letters "MUD" indicate that the respondent was stalling, i.e., obviously did not know the answer and was punctuating his reply liberally with ". . .uh. . .and uh. . .".

4.5 The letters "NOC" indicate that the comment was not audible on the tape, hence was recorded as "Inaudible" on the typescript. Most often the kind of response can be figured out from the context of the discussion; therefore, in the greater number of cases the comment was not really lost as far as the analysis was concerned.

4.6 In some cases the affective tone of the remark could be ascertained from the recorded comment. When this occurred, a + or a - was recorded after the end of the code. For example, if a pupil replied to a teacher's question and the teacher agreed with the answer and then praised the answer, the teacher's comment would be coded R 21+. The reverse would be coded when the speaker not only disagreed but also made a personal criticism. (Examples: "Yes, that's right. A very good sentence, Jack."--Coded R 21+. "No, that's not correct, John. It's obvious that you aren't prepared today."--Coded R 22-.)

4.7 In cases where the typescript indicated activities such as "Class laughs" or "Pupils begin working on the assignment" such comments are written on the coding sheet.

Table XIV lists all of the codes for the kinds of verbal utterances that were categorized in our typescripts. It is reiterated here that in the substantive category all types of utterances can be used with any of the numbers (i.e., the Q, R, I, and D can each be used with any of the numbers from 111 to 182), while in the management category the type of utterance is limited to the number with which it is listed. For example, even though R 21 and I 21 have the same numbers, these two codes mean very different kinds of verbal activities.

Insert Table XIV about here

Establishing the Coding Reliability

The rubric followed to determine where one move should stop and another should start is found in Aschner et al. (1965, pp. 33ff.). Intensive study of this section of the Aschner Study, coupled with lengthy discussions of our own protocols, resulted in the independent coding by two persons of three typescripts.

Following these codings, more discussion ensued; differences of opinion were aired and cleared up, and when both coders felt completely comfortable with the coding system, two typescripts were selected at random

TABLE XIV

CODING SYSTEM KEY

Speaker: T = Teacher
P = Pupil (Preceded in most cases by 1 or 2 and pupil name)

Type of utterance: Q = Question; D = Directive; I = Initiation; R = Response

Kind of utterance:

Substantive	Number and Meaning
Cognitive memory (Old facts)	111 Uses old skills (Quotes, reads)
	112 Recall, recount, or review
Cognitive memory (New facts)	121 Specific facts
	122 Concept clarification and qualification
Convergent thinking (New relations, applications)	133 Translation and association
	134 Explanation
	135 Conclusion
Divergent thinking (Divergent relations)	171 Associations, elaborations, implications, and syntheses
Evaluative thinking	181 Judgment using own values (Explicit or implicit)
	182 Judgment using commonly expressed values (Explicit)
Substantive-management	I 21 Structuring (present or future)
	I 22 Suggestions about how something could be done
	R 21 Agrees and sometimes repeats
	R 22 Disagrees and sometimes repeats
	Q 21 or D 21 Low level question or direction
	Q 22 or D 22 Questions or directions about assignment
Non-Substantive-management	I 31 Information about in and out of class procedures, announcements
	I 32 Action category (Typescript indicates an action carried out)
	R 31 Positive verdict about behavior
	R 32 Negative verdict about behavior
	Q 32 or D 32 Question or direction about in class procedure
	Q 33 or D 33 Question or direction about out of class procedure

Other codings:

With 111-

BR	Book report
R	Repeats
RA	Reads answers
RB	Reads from book
RT	Reads test or hand out

DUN	Don't know
MUD	Muddled reply
NOC	Not codable

+	Affective tone
-	Affective tone

TABLE XIV

CODING SYSTEM KEY (Cont'd.)

Management

Aschner	Ours
Mq	Q 21
Mp	D 22, D 32, I 31, D 31
Ma	I 21
Mnc	Q 21
Mfb	Q 21
Mw	Written on coding sheet
X	NOC
Sts	I 21
Sto	I 21
Stf	I 21
Stc	I 21
Ver +1-	R 21+, R 21-
Verp +1-	R 31, R 32
Agr +1-	R 21, R 22
S	I 21
Du	DUN
Mu	MUD
Hu	Written on coding sheet

Cognitive Memory

Aschner	Ours
Req	111 BR, RA, RB, RG, RT
Rep	111 R
Rec	112
Reb	112
Clm	122
Clq	122
Fs	121
Fd	121
Fm	121

Convergent

Aschner	Ours
Tr	133
As	
Exr	134
Exv	
Exn	
Gen	135
Cons	
Conl	

Divergent

Aschner	Ours
El	171
Ad	
Imp	

Evaluative

Aschner	Ours
Ura	181
Svc	
Uju	182
Svp	
Qj	134
Qc	

(comprising a 5% sample of the total number of pages in our protocol supply) and coded for the final inter-coder reliability study.

Since the speaker name and other identifying characteristics of the speaker were included on the typescript, there was no problem in the coding of the speaker. Also, since the type of move or utterance was clearly outlined in our coding system, a reliability problem concerning this coding was neither anticipated nor observed in the final reliability analysis. Thus, the inter-coder percentage of agreement for both the coding of the speaker and the type of the move (Q, R, D, and I) was 100.

There were two separate analyses made for the coding of the kind of move. One such analysis compared coder agreement with respect to total number of moves; the percentage of agreement for this analysis was 96.1. It is significant that in every case, the kinds of moves which had discrepant numbers of coding occurred within categories or kinds of moves and not across the kinds of moves.

The second analysis, that of comparing disagreement across kinds of moves, resulted in a 92.5 percentage of agreement. Here the discrepant cases occurred most often between the 112 and 121 moves and between the 121 and the 122 moves.

Following the analyses, both coders discussed the results and cleared up the difficulties existing in the coding. At the conclusion of this analysis, one coder proceeded to code all of the typescripts.

Results of the Analyses

The graphs in Appendix B are intended to provide quick information about the level of thinking going on in the classroom, both of teachers and of students. In order to make such readings and interpretations possible, it was necessary, as we pointed out earlier, to assume an hierarchical order of thinking skills. Thus our graphs are arrayed from non-substantive related management behaviors at the bottom to evaluation using stated external criteria at the top. The reader will note that behaviors coded 18(1) and 18(2) are separated from each other by two steps, those representing convergent thinking and divergent thinking. Since 18(1) behaviors are internal judgments, essentially statements of personal opinion or belief, we relocated them as indicated.

It must be made perfectly clear that there is no evidence, pro or con, that the hierarchy enumerated represents an appropriately ordered set of intellectual skills any more than some other order of the same set of skills. However, if one assumes a correspondence between scarcity of a behavior and difficulty in performing it, then there is some reason to believe that we have defined a scale of sorts, though a very rough one, to be sure. If we followed that procedure, 18(1) should be moved upward past 13 behaviors, since it occurs only about one-third as frequently. Similarly, teachers deal with new information more frequently than they do with old, but even if this fact were true universally and not just for the present sample of classes, it would not seem reasonable to reverse their present positions. In the same way one must overcome the temptation to equate position on the scale with merit of the behavior.

The purposes of instruction must be considered in reaching such judgments.

With these reservations held strictly in mind, the graphs seem to provide an excellent means for conducting analyses of the ebb and flow of classroom interaction, with special reference to the levels of thinking of students and teachers. Because of time considerations in preparing this progress report, systematic analyses of the graph data have not been undertaken. However, from the tasks of preparing the graphs, the authors are aware of a number of intriguing leads to be pursued in later phases of the project. These include issues such as sketching out the sequence of contingencies between teacher and pupil, studying, a la Taba, the consequences of gradual versus abrupt rises in the level of intellectual demand imposed by the teacher and, as a special problem, tracing the course of events that ensues when a student initiates intellectual activity for the teacher, and at a level higher than that at which the teacher has customarily been conducting the class. These issues are seen, of course, as something more than interesting bypaths down which to take a leisurely mental stroll. If the communication between teacher and pupil is as significant as we assume it to be in shaping pupil thinking processes, then these proposed activities should facilitate the ultimate goal of developing and communicating tactics and strategies for improving classroom thinking.

Several analyses have been conducted of the overt thinking data. The first concerns the frequency with which each of the several kinds of behaviors occurs, and the percentage of the total behaviors each represents. Appendix C contains tables showing the distribution for each class for each day separately, for the total week, and for all classes combined for the total week. A simplified version of the latter analysis appears here as Table XV.

Insert Table XV about here

Several features of Table XV are noteworthy. Two immediately striking facts concern the amounts of teacher and student behavior devoted to more demanding intellectual operations, such as seeking new relationships or making judgments (about 3.2% of all behavior for teachers and pupils), compared with factual operations (55.6% for teachers, but 80.6% for students). In Chapter Three, we made the point that about nine of every ten pupil communications are subject matter ones. We can now elaborate that conclusion to the effect that about eight of every ten contributions of students deal with facts about the content. Thus, less than one of ten pupil interactions occurs at a level of intellectual functioning more demanding than factual statement.

The classes are variable in these regards. Table XVI summarizes the behavior of each teacher and his or her students for the total week into three categories of behavior: management, factual, and higher level intellectual functioning.

Insert Table XVI about here

It is possible to obtain some indication of the pace with which con-

TABLE XV

DISTRIBUTION OF OVERT BEHAVIORS AMONG NINE JUNIOR HIGH SCHOOL CLASSROOMS EACH OBSERVED FOR FIVE DAYS

Teachers		Behavior Category	Pupils	
No.	%		No.	%
6	--	18(2) Evaluative Thinking Thinking using commonly expressed values	5	.1
17	.2	17 Divergent Thinking	7	.1
255	2.3	13 Convergent Thinking	90	2.2
86	.7	18(1) Evaluative Thinking using own values	42	.9
3352	29.8	12 Cognitive Memory new facts	1621	39.2
2907	25.8	11 Cognitive Memory old facts	1712	41.4
4222	37.5	2 Management Pertinent to substance	337	8.1
396	3.5	3 Management Not Pertinent to substance	74	1.7

TABLE XVI

PERCENTAGES OF TEACHER AND PUPIL COMMUNICATIONS AT MANAGEMENT LEVEL, FACTUAL LEVEL, AND HIGHER LEVEL

TOTAL WEEK

	Teacher				Pupil	
Mgt.	11-12	13-18		Mgt.	11-12	13-18
50.9	46.7	2.6	71	19.0	74.6	4.0
33.5	66.4		72	11.8	81.6	.3
45.2	53.3	1.6	73	11.2	82.7	2.3
52.8	45.3	2.0	81	5.2	86.5	1.8
37.4	59.6	3.1	82	7.0	87.6	2.3
38.6	59.7	1.6	83	2.9	93.0	.2
21.0	73.9	5.3	91	7.5	68.6	11.1
35.0	49.3	15.5	92	7.0	64.0	16.0
54.8	44.8		93	13.8	78.8	

tent flows in and out of the classroom discussions by comparing the relative attention devoted to old and new facts. We begin with Table XV that shows us teachers spend 29.8% of their moves introducing new facts, and only 25.8% dealing with old facts. The order of attention for students is reversed; 41.4% on old, 39.2% on new.

In Table XVII we present the breakdown for each class of teacher and student behavior devoted to old facts and to new facts. Several observations can be made more or less directly from the table. In the first place, students devote more of their overt behavior to facts than teachers do. Of course, on the other hand, teachers engage in much more task relevant management behavior than students do (37.5% to 8.1%). More than half the management moves of teachers in this regard are reactions to pupil moves, typically confirming or disconfirming the adequacy of a pupil respons For teachers and for pupils, the sum of the three categories, old facts, new facts, and task relevant management, yield highly similar values.

Insert Table XVII about here

There is an obvious correspondence between the proportion of old and new factual involvement of teachers and that of pupils. That is, for both old and new, percentages tend to be greater for pupils than for teachers. There is a minor exception to this for Class 721, old facts, and a major one for Class 914, new facts.

TABLE XVII

OLD FACTS AND NEW (TOTAL WEEK)

	% Old Facts		% New Facts	
Class	Teacher	Pupils	Teacher	Pupils
712	23.0	37.2	23.7	37.4
721	36.4	35.6	30.0	46.0
734	28.9	49.6	24.4	33.3
812	30.0	62.0	15.3	24.5
825	35.9	62.0	23.7	25.6
832	18.2	23.4	41.5	69.6
914	19.3	28.9	54.6	39.7
923	15.2	23.9	34.1	40.1
934	28.8	57.6	16.0	21.2

Teacher Behavior and Student Behavior

We have two analyses that bear directly upon the relationships of teacher and student thinking. In this final section of the chapter, our attention focuses upon them.

In the first place, a significant rank order relationship exists between the percentage of moves in the 13-18 categories made by teachers and those made by students. This finding tends to confirm our broader hypothesis that student behavior is heavily contingent upon that of the teacher. Contingent, not just in the sense of following upon, but also of emulating that behavior.

Secondly, covert student thinking appears to be influenced by the level of intellectual demand imposed by the teacher. Figure II shows graphically the relationship between the frequency of cognitive relevant behavior of students and the percentage of the teacher's behavior that is scored for divergent, convergent, and evaluative thinking. The relationship expressed in Figure II is statistically significant.

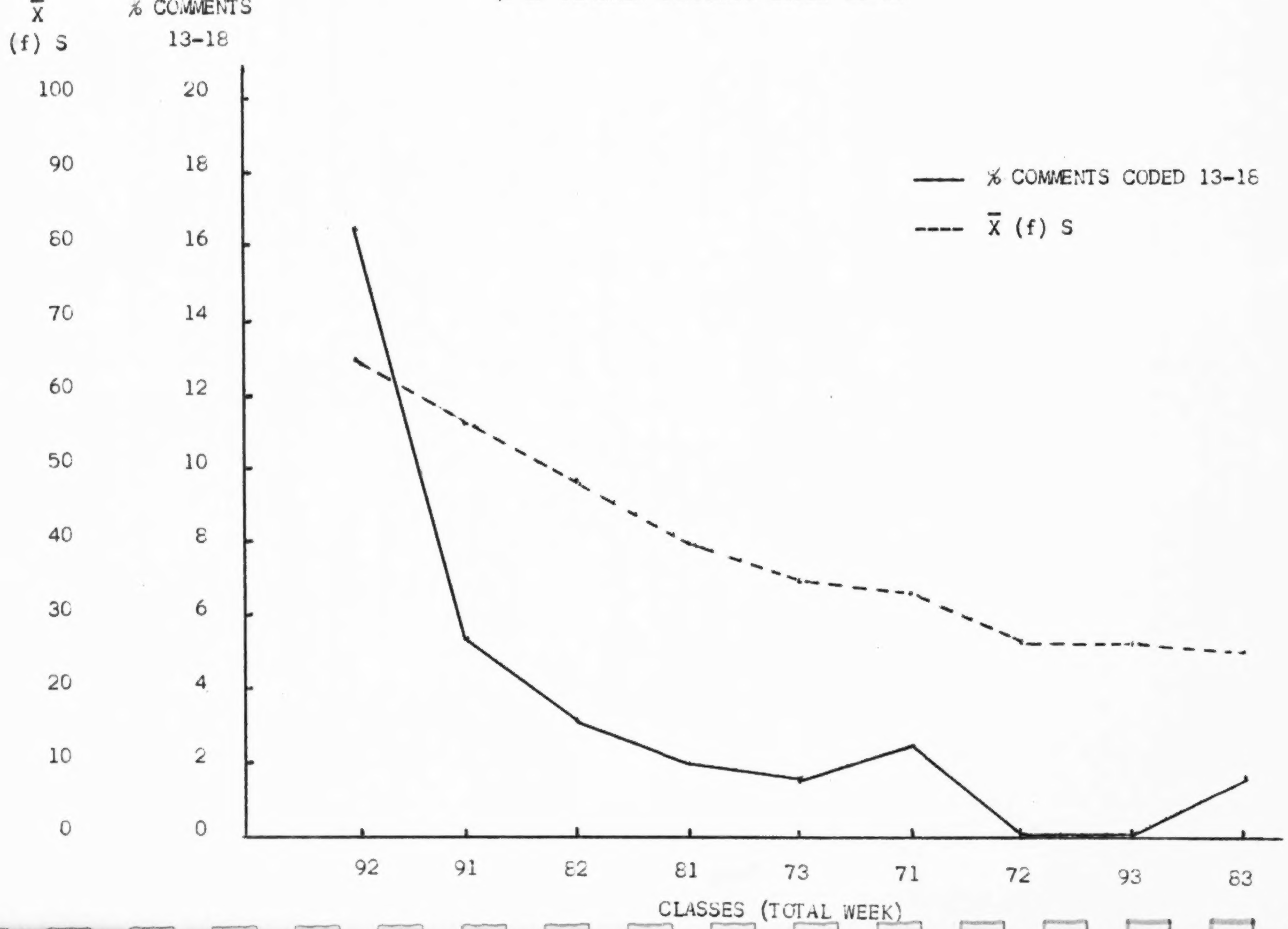
Insert Figure II about here

The message that these data seem to communicate is that a correlation exists between the level of teacher thinking as we have measured it, and the frequency and level of student thinking, as we have measured them. This relationship is an important one, but the fact that its existence can be demonstrated is regarded simply as a confirmation of an expectation. It strengthens the conviction that the verbal behavior of teachers

FIGURE II

RELATIONSHIP BETWEEN $\overline{X}$ (f) S AND

% OF TEACHER COMMENTS CODED 13-18



can be used to condition the verbal behavior of students.

At least it now seems reasonable to believe that tactics and strategies of teaching can be developed that will result in students behaving more frequently in classes in ways that have here been identified as convergent, evaluative, and divergent thinking. In the next chapter of this monograph, this issue is spelled out in somewhat greater detail.

But the fact of the relationship does not mean that such strategies are destined to lead to improved problem solving, creative, or critical thinking of students. In order to bring about those ends, ends that the writers believe to be attainable, careful theoretical and empirical investigations of the thinking processes will have to be intertwined with imaginative ventures at social engineering.

Reflections and Prospects

This interim report has dealt with the early conceptions, data, analyses, and findings of the project entitled Classroom Correlates of Productive Pupil Thinking. Its production has given us an opportunity to bring up to date the work that has been accomplished in the past year, and it now provides the senior author, under whose direction the project will continue, with an opportunity to sketch out some of the activities to be conducted in the future.

Two main lines of work are contemplated, both of them hinted at in the close of the last chapter: one experimental, the other a training operation.

It is difficult to overestimate the wealth of data that have been generated by this project. Those data have been used to answer a variety of questions in aid of which they were originally collected (Hudgins, 1967; Chapters Three and Four of the present monograph). But they have tended to pique our curiosity, to raise questions beyond those which we have been in a position to undertake to answer. They will continue to be useful, mainly for purposes of helping to sort out and to specify and clarify additional questions that are to be asked, rather than to answer them explicitly.

As an example, mention was made in Chapter Four that new inquiries would examine the concepts of dispersion, intensity, and duration, as these are characterized in studies of covert student thinking. The first analyses of these concepts will be made using the existing body of data.

And, in that way, some answers will be obtained to the questions asked. But whether they will be answers that are generalizable, that will lead to descriptions of teacher behavior that in turn influence covert student thinking in systematic and predictable ways, must depend upon the acquisition of new bodies of data and the result of efforts to induce such systematic and predictable influences.

These and other questions about influences on teacher and student thinking processes need to be tried experimentally. How reliable, for example, is the relationship that we have reported between higher level thinking behavior of teacher and student? This relationship emerged, as we have tried to make clear in earlier statements, in a context in which a number of vital variables are confounded. Under conditions that are more carefully controlled by the investigator, we should be able to learn a great deal more about that relationship, including the limits under which it holds when lessons must be taught that are principally factual in nature.

It also seems evident that relationships isolated under laboratory conditions of the sort described immediately above must be tested under field experimental conditions before one can reasonably recommend them for purposes of pre-service or in-service training of teachers. To illustrate what is meant by a field experiment, let us continue our earlier example of cognitive dispersion, intensity, and duration. Initial analyses of the existing data will, as we have already said, provide some empirical answers to the correlates of each of these variables. That is, certain sets of events were going on in classrooms at the times that the various "stops" were made, and it will be possible for us to construct some set of concepts from those data about the events that were instrumental in shaping the covert thinking of students. These concepts, in turn, will be operationalized into strategies of teaching, which will be used under controlled experimental conditions. The outcomes of such studies, in turn, will be reconceptualized and incorporated into training materials for use with a sample of classroom teachers. Field experiments will consist, in this case, of efforts made by regular classroom teachers, involved in their ordinary teaching chores, attempting to influence covert student thinking. We believe that the greatest confidence can be reposed in the results of such studies, when the goal is to translate research findings into procedures for subsequent teacher training. Field experiments are, therefore, regarded as an essential element in the continuation of this program. But we would not agree that other, preliminary steps of the sort we have outlined are unnecessary in this process. On the contrary, economy of experimental time, money, and energy can be realized by interposing such small scale laboratory studies between naturalistic observations from which concepts first arise and field experimental situations in which they are ultimately tested before being incorporated into training programs.

This brief chapter has, to this point, emphasized issues in data gathering and testing of hypotheses about overt and covert student thinking. But of at least equal significance with these activities is the difficult task of constructing theory that will guide and make useful the empirical observations, that is consistent with our knowledge of the psychology of thinking and the psychology of learning, but which at the same time can be expressed as a theory of instruction, or at least one segment of what such a theory might ultimately be.

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APPENDIX A: CODING SHEETS FOR TYPESCRIPT PROTOCOLS

712-1

Teacher	Pupil
Page 1	
TI 32	
TD 22	
TR 21+ class	
TD 22 spelling	
TD 22 sheets--	
TD 22 pupils dis-	
TD 22 cuss them	
TQ 31 re grades	
	2 Mark PR 112
TR 21	
TD 22	
TD 22	
TI 21	
TD 22	
TD 22	
TQ 21	
	Dennis PQNOC
TR 121	
TI 121	
TD 22	
	Dennis PR 111
TR 22	
TD 22	
TI 121	
TI 121	
	Tom PQ 22
TR 21	
	Tom PQ 22
TD 22	
TD 22	
TD 22	
	Gary PQ 22
TD 22	
Page 2	
TQ 22	
	Gary PD 22
TR 21	
TD 22	
	Mark PQ 22
TD 22	
	Julie PQ 22
TD 22	
TD 22	
TD 22	
	Beth PQ 22
TD 22	
TD 22	
TD 22	
TI 21	
TD 22	
TD 22	
	George PQ 22
TD 22	
TD 22	
TD 22	
TQ 21	
TD 22	
TD 22	
TD 22	
	Gary PD 22
TD 22	
TQ 21	
	Gary PD 22
TD 22	
TD 22	
STOP 1	
Page 3	
TQ 21	
	Susan PQ 22
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
Page 4	
	2 Judy S PQ 121
TQ 121	
	2 Judy S PR 121
TQ 121	
	Judy PQ 112
TR 21	
TQ 121	
	2 Mindy PR 121
TR 21	
TR 111 Ex	
TQ 112	
	Mindy PR 112
TR 21	
TD 22	
TD 22	
	Tom PQ 112
TR 112	
TI 21	
	Female PQ 121
TQ 112	
TI 112	
TI 112	
TI 121	
TI 121	
TI 121	
TQ 112	
	2 Julia PR 112
TD 22 Directions	
TD 22 about book	
TD 22 reports	
TQ 21 tomorrow	
TD 22	
TD 22	
TD 22	
TD 22	
Page 5	
TD 22	
TQ 22	
	2 Dennis PD 22
TR 21	
TQ 22	
	Mark Q PD 22
TR 21	
TQ 22	
	2 Mark B PD 22
TR 22	
TD 22	
TD 22	
TD 22	
TI 111 Ex	
TD 22	
TD 22	

712-1

Teacher Pupil

TD 22

2 Larry PQ 22

TD 22

2 Larry PD 22

TI 112
TQ 21

2 Larry PD 21

TD 22

2 Larry PD 22

TQ 21

2 Larry PD 21

TD 22
TD 22
TD 22

Page 6

2 Beth PD 22

TQ 21

2 Beth PD 22

TD 22

STOP 2

TD 22
TD 31

2 Judy PQ 22

TI 21
TI 111
TI 112

Teacher Pupil

2 Dennis T PD 22
PQ 121

TQ 121

2 Larry PR 121

TR 21
TI 121
TD 32

2 Gary PD 22

TQ 21

2 Gary PD 22

TD 32 Goes to
TD 22 spelling
TD 22
TD 22
TQ 121

Page 7

2 Judy S PR 121

TR 21
TQ 121

2 Mindy PR 121

TR 21
TI 121
TI 122
TQ 111 RB

2 Debbie C PR 111

TR 21+
TI 112
TQ 121

2 Nan P PR 121

TQ 122

Teacher Pupil

2 Nan P PR 122

TR 21
TQ 122

2 Mindy PR 122

TR 21
TQ 122

2 George C PR 122

TR 21
TI 121
TQ 121

1 Emily I PR 121

TR 21
TI 121
TQ 121

2 Pam Sm. PR 121

TR 21
TQ 121

2 Nancy P PR 121

TR 21
TQ 121

Page 8

2 Cheryl PR 121

TQ 121

2 Tom PR 121

TR 21
TQ 121

2 Tom PR 121

TR 21
TI 21

Teacher Pupil

TQ 121

2 Dennis T PR 121*

TR 22
TD 22
TQ 121

2 Susan PR 121

TD 22

2 Susan PR 121

TQ 111

2 Susan PR 111

TD 22
TD 22
TQ 21
TI 21
TD 22
TQ 121

2 Kathy PR 121

TR 21
TD 22
TI 121
TD 22
TD 22
TQ 21
TD 22
TI 21
TI 121
TI 112

Page 9

TQ 112

2 Julia PR 112

TR 21
TQ 112

712-1

Teacher	Pupil
	2 Beth PR 112
TR 21	
TI 112	
TI 121	
TI 21	
TD 22	
	1 Gary PQ 21
TQ 21	
	1 Gary PQ 21
TD 22	
TI 21	
TD 22	
TD 22	
STOP 3	
TD 22 Now in	
TD 22 language	
TI 112 book--	
TI 112 diagramming	
TI 122 sentences	
TI 122	
TQ 112	
	2 Mark PR 112
TR 21	
Page 10	
TD 22	
TI 112	
TQ 112	
	2 Wanda PR 112
TR 21	
TQ 112	
	2 Linda PR 112 PI 112*
TQ 112	
	2 George PR 112
TR 21	
TQ 112	
	2 Kathy PR 112
TR 21	
TI 21	
TQ 131	
	2 Mark H PR 131
TR 21+	
TQ 112	
	2 Dennis PR 112
TR 21	
TQ 112	
	2 Nancy M PRNOC
TR 21	
TI 112	
TI 121	
TI 122	
TQ 121	
	2 Nan B PR 121
TR 21	
TI 112	
TQ 112	
	2 Larry PR 112
TR 21	
TQ 112	
	2 Mark B PR 112
TR 21	
TQ 112	
Page 11	
	2 Tom PR 112
TR 21	
TQ 112	
	2 Gary PR 112*
TQ 21	
TQ 112*	
	2 Nancy B PR 112*
TR 22	
	2 Nancy B PR 112
TR 21	
TQ 112	
	2 Nan PR 112
TR 21	
TQ 112	
	2 Violetta PR 112
TR 21	
TI 112	
	2 Dennis PRNOC
TR 21	
	2 Nan PRNOC
TI 21	
TI 21	
TI 112	
TQ 112	
TQ 112	
	2 Julia PR 112
TI 121	
TI 121	
TI 121	
TI 122	
TQ 112	
	2 Sandy PRMUD*
TR 121	
	2 Sandy PRMUD*
TQ 21	
TQ 121*	
	2 Denise PR 121
Page 12	
TR 21	
TI 122	
	2 Tom PQ 121
TR 21	
TQ 21	
TI 21	
TI 21	
TI 21	
	2 Judy PI 121 PI 121
TR 21	
TI 121	
TI 121	
TQ 121	
	2 Larry PR 121
TR 21	
TQ 121	
	2 Mark H PRDUN

712-1

Teacher Pupil

TQ 121*

2 Mark C PR 121

TR 21
TQ 121*

2 Violetta PR 121*

TI 112
TQ 121

2 Violetta PR 121

TR 21
TQ 112

2 Violetta PR 112

TI 112
TI 112
TI 111 Ex
TQ 112

2 Jerry PR 112*

TQ 122

2 Jerry PRNOC

Class laughter

TR 112

2 Jerry PR 112

Page 13

TR 112
TI 112
TQ 112

2 Nancy PR 112

TI 122
TI 122

Teacher Pupil

2 Beth PQ 121

TR 121

2 Beth PQ 121

TQ 21

2 Beth PQ 121*

TR 121
TD 22
TQ 122

2 Mindy PR 122

TR 21
TI 121
TI 122

2 Dennis T PQ 122

TR 22
TI 122

STOP 4

TD 22 Gives
TD 22 assignment
TD 22
TD 22
TD 111 RB

2 Susan PRNOC

TR 32
TD 22
TQ 111

2 Susan PR 111

TD 22
TI 122

Teacher Pupil

Page 14

TD 22
TQ 111

2 Mark PR 111

TD 22

2 Mark PR 111

TD 22
TD 22
TI 21
TD 32
TD 22
TD 22
TD 32
TD 32
TQ 21

2 Ken PQ 21

TD 22

2 Dennis PD 32

TR 32
TD 32
TD 22
TD 22
TD 22
TQ 31
TD 32
TD 32
TD 32
TD 32
TD 22
TD 22
TD 32
TD 22

work on
homework

--Bell--

Teacher Pupil

712-2

Teacher Pupil

Page 1

TI 32

Interaction before and directly after first stop is missing--faulty tape recorder

STOP 1

TQ 111 RA

2 William PR 111

TR 21
TQ 112

2 Sandra PR 112*

TQ 21
TQ 121

2 Sandy PR 121*

TQ 121

2 Sandy PR 121

TR 21
TQ 121

2 Male PR 121

TI 122
TQ 111

2 Nancy PR 111

Pupils reading yesterday's homework

Teacher Pupil

Page 2

TQ 111

2 Judy S PR 111

TQ 111

2 Mindy PR 111

TQ 121
TR 32
TQ 121*

2 Denise PR 121

TR 21
TQ 122

2 Denise PR 122

TR 21
TQ 121

2 Denise PR 121

TI 112

Tom Cl. PI 121

TR 21
TQ 121

2 Tom Cl. PR 121

TD 22
TD 22
TQ 111

2 Beth G PR 111

TQ 21
TQ 121

2 Dennis PR 121

TR 22
TI 121

Teacher Pupil

TI 121
TQ 21
TI 122
TQ 111

2 Debbie C PR 111

TR 21
TQ 121

2 Linda PR 121

TD 32
TQ 111*

2 Debbie PR 111

Page 3

TR 21
TQ 121

Female PR 121

TR 21
TQ 122

2 Beth G PR 122

TR 21
TI 122
TI 21
TQ 111

2 Kathy R PR 111

TQ 111*

2 Kathy R PR 111

TQ 121

2 Beth G PR 121

TQ 111*

2 Kathy R PR 111

Teacher Pupil

TR 21
TQ 121

2 George PR 121

TI 121
TI 112
TI 121
TQ 21

2 Kathy R PRNOC

class laughter

TR 21
TI 112
TQ 111

2 Linda E PR 111

TQ 121
TD 22
TD 32
TQ 111*

2 Linda E PR 111

TQ 121

2 Judy PR 121

TR 21
TI 121
TI 121
TI 21
TQ 21
TI 121

Page 4

TQ 111
TI 181
TQ 111*

2 Emily I PI 21

TD 22

712-2

Teacher	Pupil
	Wanda PR 111
TQ 121	
	2 Dennis PD 22
TR 21	
TQ 111*	
	2 Mark H PR 111
TR 21+	
TQ 111*	
	2 Mark H PR 111
TR 21+	
TI 121	
TD 22	
TI 121	
TQ 111	
	2 George C PR 111
TQ 121	
	2 Linda E PR 121
TQ 121	
	2 George C PR 121
TR 21	
TQ 111	
	2 Gary O PI 21
TQ 111*	
	2 Gary O PI 21
TR 21	
TQ 21	
	2 Gary O PR 21
TQ 111*	
	2 Gary O PR 111
TR 21	
TQ 121	
	2 Nan PRDUN
Page 5	
TI 121	
TD 22	
TQ 111	
	2 Cheryl PR 111
TR 21	
TQ 121	
	Female PR 121
TQ 211*	
	2 Cheryl PR 111
TQ 121*	
	2 Karen PR 121
TQ 121	
	2 Dennis T PR 121
TR 21	
TQ 112	
	2 Cheryl PR 112
TR 21	
TQ 21	
	2 Dennis T PI 21
TQ 111	
	2 Dennis T PQ 121
TR 121	
	2 Dennis PQ 121
TR 21	
TI 121	
TI 122	
TQ 21	
TQ 111*	
	2 Dennis T PQ 21
TQ 111*	
	2 Dennis T PR 111
TQ 111	
	2 John B PR 111
	Class laughter
Page 6	
TR 21+	
TQ 111	
	2 Gary O PR 111
	Class laughter
TQ 111*	
	2 Gary O PR 111
	Class laughter
TQ 21	
	2 Gary O PI 21
TR 112	
	2 Gary PI 21
STOP 2	
TQ 111	
	2 Dennis T PR 111
TR 32	Boys
TQ 111*	
	2 Dennis T PI 21
TQ 121	
	2 Dennis T PR 121
TR 21	
TD 22	
TD 22	
TD 22	
TQ 21	
TQ 111	
	2 Kathy T PR 111
TR 21	
TQ 112	
	2 Kathy T PR 112
TR 21	
TI 112	
TQ 111	
	2 Pam S PR 111
Page 7	
TR 21	
	2 Beth G PQ 121
TR 121	
	2 Beth G PQ 121
TI 21	
TI 181	
TQ 21	
TQ 121	

712-2

Teacher	Pupil
	2 Don PR 121
TR 21	
	Larry PI 21 PI 121
TR 21	
	Nancy B PI 21 PI 121 PI 122
TQ 121	
	Nancy PR 121
TR 21 TI 121 TI 21 TI 21 TI 21	
	Dennis PQ 121
TQ 121	
	2 Gary PR 121*
	Class laughter
TR 32	Gary
TQ 121 TI 121 TI 121 TQ 121 TI 121 TQ 121 TR 121 TQ 121	
Page 8	
	2 Debbie PI 21
TQ 121*	

Teacher	Pupil
	2 Julia PR 121
TR 21 TI 121 TQ 121*	
	2 Beth G PR 121
TR 21 TQ 112	
	2 Beth G PR 112
TR 21 TQ 121*	
	2 Julia B PRNOC
TR 21 TQ 121*	
	2 Cindy PR 121
TR 21	
	2 Cindy PR 121
TR 21 TR 22 TI 21 TI 122 TI 122 TQ 121*	
	2 Judy S PR 121
TR 21 TQ 112	
	2 Judy S PR 112
TR 21 TI 112	
	2 Beth G PI 112

Teacher	Pupil
TR 21 TI 121 TQ 181	
	Girls PR 181
TI 21 TQ 181*	
	Boys PR 181
TI 21 TI 181 TD 22	
	Tom Cl. PQ 21
TD 22 TQ 111	
Page 9	
	2 Pam Mc PR 111
TR 21 TQ 111	
	2 Dennis PR 111
TQ 121	
	2 Dennis PR 121
TR 21 TQ 111	
	2 Sandy S PR 111
TQ 111	
	2 Nancy M PR 111
TQ 121	
	2 Kathy T PR 121

Teacher	Pupil
TR 21 TI 121 TQ 121	
	2 Nancy M PRNOC
TR 21 TQ 111	
	2 Kathy M PR 111
TQ 111	
	2 Tom PR 111
TR 21 TQ 111	
	2 Emily I PR 111
Page 10	
TQ 21	
	All hands up
TI 121 TQ 122	
	2 Dennis PR 122
TR 21 TI 121 TD 22 TD 22 TD 22	
STOP 3	
TD 22 TI 21 TD 22 TI 122 TI 112	

712-2

Teacher **Pupil**

TI 112
TI 121
TI 121 writes
TQ 122

2 Emily I PR 122

TR 21
TI 21
TD 22
TI 112
TQ 121

1 Andy PQ 121

TR 21
TI 122
TQ 133

Page 11

1 Julia PR 133

TR 21
TQ 121

1 Denise PR 121

TR 21
TI 121
TQ 121

1 Nancy B PR 121

TR 21
TI 112
TI 121
TQ 122

1 Denise PR 122

TR 21
TI 122
TQ 121

1 Kathy R PR 121

Teacher **Pupil**

TR 21
TI 21
TQ 121

1 Kathy R PR 121

TR 21
TQ 121

1 Mark B PR 121

TR 21
TI 121
TQ 121

1 Mark B PR 121

TR 21
TI 121
TQ 21

1 George PQ 121

TR 121
TI 121
TI 121
TQ 21
TI 121
TI 121
TI 112
TI 112

1 Mindy PQ 22

TI 21

Page 12

TI 21 Giving
TD 22 assignment
TD 22
TD 22
TD 22
TD 22

1 Tom Ch PQ 22

Teacher **Pupil**

TR 21
TD 22

1 Judy S PRNOC

TR 22
TD 22
TD 22
TI 121
TI 121
TQ 21
TD 22
TD 22
TD 22
TD 22
TD 22
TD 22

Tape ran out--
Rest of period
spent on book
reports by
Dennis T and
Sandy S

Teacher **Pupil**

712-3

Teacher Pupil

Page 1

TI 32
TD 22 More
TD 22 instruc-
TD 22 tions
TD 22 about
TD 22 book
TD 22 reports
TD 22
TQ 121

2 Judy S PR 121
PI 122

TR 21
TI 112
TI 121
TQ 133

2 Dennis PR 133

TR 21
TI 112
TI 122
TD 22
TI 112
TQ 21
TD 22
TQ 22

2 Mark H PI 21

TR 32
TQ 32

2 Mark H PD 21

TD 32
TD 32
TD 32
TQ 111 BR

Page 2

2 Sandra S PR 111

Teacher Pupil

TI 21
TD 22 Book
TD 22 report--
TQ 21
TD 22 "Little
TD 22 Women"
TQ 112
TQ 21
TI 21
TI 112
TI 112

1 Dennis PQ 22

TD 22
TD 22
TQ 21

All hands up

TI 112
TI 21
TI 31
TI 31
TI 31

STOP 1

TD 22
TD 22
TQ 21
TQ 21

Linda PQ 21

TD 22
TQ 111

2 Susan PR 111

1 Beth PQ 22

TD 22

2 Susan PR 111

Teacher Pupil

Book
report--

"Farmer
Boy"

TD 22
TQ 181

2 Susan PR 181

TR 21
TD 22
TI 181

Class laughter

TI 121
TI 112
TQ 112

Page 3

1 Mindy G PR 112

TQ 112*

1 George PR 112

Class laughter

TQ 121

1 George PR 121

TR 21
TI 21
TI 121
TQ 111

STOP 2

TD 22
TI 112
TQ 181

Teacher Pupil

TI 112
TQ 133
TI 122
TQ 133

1 Larry PR 133

TR 21
TI 112
TI 133
TQ 111

1 Judy S PR 111

Book
report--

"Diary
of Anne
Frank"

Page 4

Judy S still
reporting on
her book
report

Page 5

Judy S--
book report

Page 6

TQ 112

2 Judy PR 112

TQ 181

2 Judy PR 181

TQ 21
TQ 21
4 hands raised

PROCESSING CONTROL RECORD
for
MUST and MUST - EXPEDITE DOCUMENTS

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712-3

Teacher	Pupil
TI 112	
TQ 133	
1 Larry	PI 21
	PR 133
TR 21	
TI 121	
TQ 133	
1 Wanda B	PR 133
	PI 133
TR 21	
TI 112	
TI 122	
TI 181	
TQ 133	
1 Mark H	PR 133
TQ 133*	
1 Julia B	PRNOC
TI 112	
TQ 133	
1 Pam McC	PR 133
TR 21	
TQ 133	
1 Julia B	PR 133*
Page 7	
TR 22	
1 Julia B	PR 133
TR 21	
TI 121	
TQ 21	
1 Nancy M	PD 32

Teacher	Pupil
TD 32	
TQ 133	
TR 133	
TQ 21	
1 Judy S	PI 21
TI 112	
TI 121	
TI 122	
TI 121	
TI 112	
1 Judy S	PI 112
	PI 112
	PI 112
TR 21	
TI 112	
TI 112	
TI 112	
1 Dennis S	PQ 121
TQ 121	
2 Judy S	PI 21
	PR 121
	PI 121
	PI 122
TR 21	
TI 121	
TQ 121*	
1 Pam McM	PR 121
TR 21	
TI 112	
Page 8	
TI 121	
TI 122	
TI 112	
TQ 21	
TQ 111	

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STOP 3	
TR 32	Class
1 Tom	PR 32
TR 32	Tom
2 Larry T	PR 111 Book report--"Adventures of Ulysses"
TQ 121	
2 Larry T	PR 121
TR 22	
TI 122	
TQ 121	
	PR 121
TQ 121*	
2 Larry T	PR 121
TR 32	Class
2 Larry T	PR 111 Continues book report. Some humorour comments by Larry initiates giggles and laughter among students

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2 Larry T	PR 112
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Larry	PR 112
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1 Nancy B	PI 112
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1 Nancy B	PRNOC
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1 Larry T	PR 122
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1 George C	PR 121
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TQ 121		TD 22					
1 Nan	PR 21	TD 22					
	PI 121	TD 22					
	PI NOC	Tape ends					
TR 21							
TI 181		No more stops					
1 Julia B	PQ 121						
TQ 121							
TI 112							
TQ 121							
1 Mark B	PQ 112						
TR 112							
1 Mark B	PR 22						
	PI 121						
TQ 21							
TI 121							
TI 121							
TI 121							
TR 32	Boys						
TD 22							
1 Larry T	PI 181						
	PI 112						
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TI 112							
TI 112							
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TD 22	assignment						
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	terday						
1 Violetta	PR 121						
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	2 Nancy P PR 111 Book report--"Big Red"
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	2 Mark Q PR 111 Book report--"20,000 Leagues Under the Sea"
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	2 Mark Q PR 121
TQ 121	
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	Several PR 112
TR 21	
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	1 Nan B PR 121
TR 21	
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	Larry E PRNOC
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	Larry PR 112
TD 22	
	1 GeorgeC PI 112
	Julia B PQ 112
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	1 Tom C PR 112
TR 21+	
TQ 111	
	2 Kathy R PR 111 Book report--"Rebecca of Sunnybrook Farm"
TD 22	
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	2 Kathy R PR 182
TQ 21	
	2 Kathy PRNOC
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	1 Dennis PQ 121
TQ 121	
	Larry E PRDUN
TQ 21	
	Larry E PD 21
TR 32	Larry E
TD 22	
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	1 Dennis PQ 121
TR 112	
TQ 121	
	1 Julia B PR 121
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TI 112	
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TQ 181	
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TI 21	
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	1 Kathy R PINOC
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TI 112	
	1 Susan PR 112
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	Class reacts
TI 181	
	More class reaction
TR 32	Class
	1 Julia B PRNOC
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	2 CherylP PR 111 Book report--"The Prince and the Pauper"
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	1 Judy S PQ 121
	2 Cheryl PR 121
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	2 Pam S PR 111 Book report--"White Fang"

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1 Gary O PQ 121

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2 Kathy T PR 111
Book
report--
"Black
Stallion
Filly"

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1 Gary O PQ 121

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2 Kathy T PR 121

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2 Kathy T PR 112
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1 Beth PR 122

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1 Linda E PQ 22

TD 22

1 Linda E PR 111
Book
report--
'The
Secret
of ______
Farm"

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1 Linda E PD 22
PI 111

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TD 22

1 Linda E PI 111

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Several hands

1 Larry T PI 112

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1 Larry PR 121

1 Julia B PINOC

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TI 121 Goes into
TI 121 yesterday's
TD 22 homework
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2 Susan PR 112

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TQ 112

2 Mark H PR 112*

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TR 21
TQ 112*

2 Sandy PR 112*

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TI 112
TQ 112*

1 Wanda B PR 112

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TI 112
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1 Tom C PQ 21

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1 Pam M PR 111

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2 Pam S PR 111

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2 Emily PR 121

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1 Julia PR 121

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2 Kathy T PR 111

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1 Gary O PD 22

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1 Gary PI 21

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1 Mindy PR 112

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	2 Kathy R PR 111
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	2 DebbieC PR 111
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	2 Julia B PR 111
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1 Linda E PQ 21

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1 Sandy PR 121

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1 Sandy PR 121

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1 Mindy PQ 21

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1 Mindy PR 21
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1 Mindy PR 121

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1 Mindy PR 121*

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1 Wanda PR 111 RA

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1 Mindy PQ 121*

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1 Wanda PQ 121

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1 Wanda PQ 121

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1 Julia PR 121

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1 Debbie PQ 21

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1 Susan PR 111

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1 Dennis PI 121

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Susan PR 121

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1 Nancy PR 121

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2 Pam Mc PR 121

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2 Pam PR 121

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2 Pam PR 121

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1 Mark PR 121

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1 Kathy T PR 121

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1 Susan PR 121

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1 Mark Q PR 121

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1 Larry T PI 21
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1 Julia PR 121*

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2 Gary PRMUD

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2 Pam S PR 121

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2 Judy S PR 121

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2 Emily PR 121*

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1 Kathy T PR 121

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1 Mark B PR 121

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Julia PR 121

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1 Wanda PR 111

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	1 Kathy PR 121
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	1 George C PQ 111

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2 Julia B PR 121

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1 Sandy S PRNOC*

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1 Mark H PR 121

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1 Mark B PR 111
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Teacher Pupil

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2 Mike H PR 111

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2 Linda F PR 111

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2 Ronnie PR 111

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2 John PR 122*

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Craig PR 121

TQ 121*

Karen PR 121

TR 21

John PI 121*

TR 22

Teacher	Pupil
TQ 121*	
	Jackie PR 121
TR 21	
TQ 121	
	Melody PR 121
TR 21	
TQ 21	
TI 112	
TQ 121	
	Craig N PR 111
TQ 121	
	Page 16
	Craig PR 121*
TQ 112	
	Craig PR 112*
TR 22	
TI 121	
TR 32 Craig	
TQ 112	
	Ronnie PR 112
TR 21	
TQ 121	
	Ronnie PR 121
TR 21	
TQ 121	
	Frank PR 121
TQ 21	
TD 22	
TD 22	
TQ 121	
	Eric PR 121*
TI 112	
	Eric PR 121
TR 21	
TQ 121	
	Glenna PR 121
TR 21	
TQ 121	
	Mike PR 121
TR 21	
TQ 121	
	Craig C PR 121*
TI 111	
TQ 121	
TQ 121	
	Craig PR 121
TR 21	
TQ 121	
TR 121	
TQ 121	
	Linda PR 121*
TI 111	
TQ 121	
TR 121	
TQ 121	
	Page 17
	Linda PR 121
TQ 121	
	Carl PR 111
TI 111	
	Carl PR 121
TR 21	
TQ 121	
	John PR 121*
TI 112	
TI 121	
	John PR 121
TR 21	
	STOP 4
TR 32 Eric	
TI 112	
TQ 121	
TR 121	
TI 121	
TQ 121	
	Ken PRDUN
TQ 121*	
	Vickie PR 121*
TI 111	
TQ 121	
TQ 121*	
	Carol PR 121
TR 21	
TQ 121	
	Jackie PR 121
TQ 121	
TQ 112	
	Page 18
	Jackie PR 112
TQ 122	
	Jackie PR 122
TR 21	
TQ 121	
	Steve B PR 121
TQ 21	
TD 22	
TD 22	
TI 111 RB	
TD 22	
TQ 21	
TD 22	
TD 22	
	-- Bell --

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Teacher	Pupil
Page 1	
TI 32	
TD 32	
TD 32	
TD 32	
TD 22	
TD 22	
TI 112	
TQ 111 RA	
	2 Mike H PR 111
TQ 111	
	2 Marcello PR 111
TR 21	
TQ 111	
	2 Joyce PR 111
TQ 111	
	2 Mike K PR 111
TQ 111	
	2 Craig PR 111
TQ 121	
	2 Craig N PR 111
TR 21	
	1 Sharon B PQ 121
TR 121	
TQ 111	
	2 Joann PR 111
TQ 111	
	2 Rich PR 111*
Page 2	
TI 112	
	2 Rich PI 121*
TI 112	
TQ 111	
	2 Rich PRDUN
TQ 111	
	2 Sharon PQ 21
TD 22	
	2 Sharon PR 111
TQ 111	
	2 Glenna PR 111
TQ 111	
	2 Frank PR 111
TR 21	
TQ 111	
	2 Linda PR 111
TR 21	
TI 112	
TQ 111	
	2 Carl D PR 111
TQ 111	
	2 John PR 111
TQ 111	
	2 Lee S PR 111
TQ 111	
	2 Karen PR 111
TI 111	
TQ 112	
TR 111	
TQ 111	
	2 Ken PR 111
TI 111	
TQ 112	
TQ 112	
	Melody PR 112
Page 3	
TR 21	
TQ 111	
	2 Vickie PR 111
TI 111	
TQ 112	
TI 111	
TQ 112	
TQ 111	
	2 Carol P PR 111
TQ 111	
	2 Melody PQ 21
TD 22	
	PD 22
TD 22	
	2 Melody PRDUN
TQ 111	
	2 Melody PI 21
	PR 121
TI 111	
TQ 111	
	2 Jackie PQ 21
TD 22	
	2 Jackie PR 111
TR 21	
TQ 111	
	2 Randy PR 111
	Laughter
TQ 111	
	2 Ronnie PR 111
TQ 111	
	2 Sharon PR 111
TR 21	
TQ 111	
Page 4	
	2 Steve B PR 111
TR 21	
TR 21+ Class	
TD 22	
TQ 111	
	2 John C PR 111
TQ 111	
	2 Marcello PR 111
TQ 111	
	2 Carl D PR 111

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Teacher	Pupil
TQ 111	
	2 Lee S PR 111
TR 21	
STOP 1	
TQ 21	
TQ 111	
	2 Joyce PR 111
TQ 111	
	2 Mike K PR 111
TQ 111	
	2 Frank PR 111
TQ 111	
	2 Karen PR 111
TR 32	Karen
	laughter
TQ 111	
	2 Mike H PR 111
TQ 111	
	2 Craig PR 111
Page 5	
TR 21	
	2 Carol PR 111
TQ 111	
	2 Ken PR 111
TQ 111	
	2 Sharon B PR 111
TQ 111	
	2 Steve B PR 111
TQ 111	
	2 Jackie PR 111
TQ 121	
	2 Jackie PR 121*
TR 22	
TI 121	
TI 121	
TI 121	
TQ 111	
	2 Jackie PR 111
TR 21	
TQ 111	
	2 Randy PR 111
TQ 111	
	2 Rich PR 111
TQ 111	
	2 Linda G PR 111
TQ 111	
	2 Melody PR 111
Page 6	
TQ 111	
	2 Sharon R PR 111
TI 111	
	Laughter
TI 121	
TI 121	
TQ 111	
	2 Ron S PR 111*
	Laughter
TI 112	
	2 Ron S PI 121*
TR 21	
TQ 121	
	2 Ron S PR 121*
TR 22	
TQ 112	
TR 112	
TQ 112	
TI 112	
TI 112	
TQ 111	
	2 Ron S PR 111
TR 21	
TQ 111	
	2 Joann PR 111
TR 21	
TQ 111	
	2 Glenna PR 111
TQ 111	
	2 Vickie PR 111
TQ 21	
TD 22	
TD 22	
TI 121	
	1 Sharon R PD 22
TR 21	
TD 22	
TQ 121	
Page 7	
	2 Eric PR 121*
TI 112	
	2 Eric PI 121
TR 21	
	2 Eric PQ 21
TD 22	
	2 Eric PRMUD
TQ 121*	
	2 Eric PR 121*
TQ 121*	
	2 Eric PR 121*
TQ 121*	
	2 Eric PI 111 RB
TR 22	
TQ 121*	
	1 Jackie PR 121*
TR 22	
TQ 121*	

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Teacher	Pupil
	1 Joann PR 121
TR 21	
	Eric PR 121*
TQ 121*	
	1 John PR 121*
TQ 121*	
	1 Frank PR 121*
TQ 121*	
	1 Glenna PR 121
TR 21	
TQ 121	
	2 Marcello PR 121
Page 8	
TQ 121	
	2 Randy M PR 121
TQ 21	
STOP 2	
TI 21	
TI 121	
TI 112	
TI 111 RB	
	1 John PQ 121
TQ 121	
TQ 121	
	1 John PR 121*
TR 22	
TQ 121*	
	1 Carol PR 121
TR 21	
TI 121	
TI 121	
	1 John PQ 121
TR 121	
Page 9	
	1 Karen PQNOC
TR 121	
TI 112	
TI 121	
TI 121	
TI 112	
TI 112	
TQ 112	
	2 Ronnie PRMUD
TR 112	
TI 121	
TI 121	
TQ 121	
TR 121	
TI 121	
TQ 112	
TR 112	
TI 121	
TQ 21	
	2 Sharon PQ 121
TR 121	
TI 112	
	2 Sharon PQ 121
TR 121	
	2 Sharon PQ 121
TR 121	
TI 121	
TI 121	
	2 Carol P PQ 121
TR 121	
TI 121	
TI 112	
TD 22	
TD 22	
TD 22	
	2 Carol P PD 22
	2 Ronnie PD 22
TD 22	
TD 22	
TQ 21	
TD 22	
Page 10	
TD 22	
TD 22	
TI 21	
TQ 121	
	2 Sharon R PR 121
TR 21	
TQ 121	
	2 Mike H PR 121*
TQ 112	
TQ 121	
TI 121	
	2 Mike H PR 121
TQ 122	
	2 Mike H PR 122
TR 21	
TI 121	
TQ 121	
	2 Eric PR 121
TQ 121	
	2 Eric T PR 121
TR 21	
TQ 121	
	2 John C PR 121*
TQ 121	
	2 Randy PR 121*
TQ 21	
TQ 112	
TQ 112	
TQ 121*	
	2 Carl PNA
TQ 121	
	2 Sharon B PR 121
TR 21	
TQ 121	
	Sharon PR 121
TR 21	
TQ 121	
Page 11	
	2 David W PR 121
TR 21	
TQ 121	

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Teacher Pupil

Craig N PR 121

TQ 121

Craig N PR 121*

TI 121

Craig N PR 121

TQ 121
TQ 121

1 Lee S PR 121

TR 21
TI 112
TQ 121

2 Randy PRNOC

TR 21
TQ 121

2 John C PR 121

TR 21
TQ 121

2 John C PR 121*

TQ 122

2 John C PR 121*

TQ 121*

2 Carol P PR 121

TR 21
TQ 121*

2 Carol P PR 121

TR 21
TQ 121

Teacher Pupil

2 Steve B PR 121

TR 21
TQ 121

2 Steve B PR 121*

TR 22

Page 12

Mike H PR 121

TQ 121

Mike H PR 121

TR 21
TQ 121

Vickie PRNOC

TQ 121

Vickie PR 121

TR 21
TI 121
TI 121
TQ 121

Jackie PRDUN

TD 22
TQ 21

Ken PD 22

TQ 121

Ken PR 121

TR 21
TI 112
TQ 121

Craig PR 121*

Teacher Pupil

TQ 121
TQ 121*

Craig PR 121

TR 21
TI 112
TQ 121

Ronnie PR 121

TQ 121

Ronnie PR 121

TR 21
TQ 121

Rich PR 121*

TR 121

STOP 3

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TQ 121

John H PRNOC

TR 21
TQ 121

Melody PR 121

TR 21
TQ 121

Melody PR 121

TR 21
TQ 121

Marcello PR 121

Teacher Pupil

TR 21
TQ 121

Linda PR 121

TR 21
TQ 121

Carl PRNOC

TR 21
TQ 21
TD 22
TI 121
TI 21
TQ 121

Karen PR 121

TR 21
TQ 121

Lee PRNOC

TR 21
TQ 121

Joyce PRNOC*

TQ 121
TQ 121
TR 121
TQ 121*

Joyce PR 121*

TR 21
TQ 121*

Carolyn PR 121*

TQ 121*

Carolyn PR 121*

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Teacher	Pupil
TQ 121*	
	Joyce PR 121*
TR 121	
TQ 121	
	Glenna PR 121
TR 21	
TQ 121	
	Frank PR 121*
TQ 121*	
	Frank PR 121*
TQ 112	
TI 112	
TQ 121*	
	Frank PR 121
TR 21	
TQ 121	
	Joann PR 121*
TQ 121	
TQ 121	
TQ 121	
	Joann PR 121
TR 21	
TQ 112	
TQ 112	
	Joann PRNOC*
TR 22	
TI 121	
TQ 112	
	Joann PR 112*

Teacher	Pupil
TR 22	
TI 112	
TQ 112	
	1 Joyce PR 121
TR 21	
TQ 121	

Page 15

Teacher	Pupil
	Joann PR 121
TR 21	
TQ 121	
	Ken PR 121*
TQ 121	
	Ken PR 121*
TI 121	
TI 112	
	Ken PQ 121
TR 121	
	Ken PR 121*
TR 22	
	Ken PR 121*
TR 22	
TQ 121*	
	Lee PR 121*
TI 112	
TQ 121*	
	Eric PNA
TR 32 Eric	

Teacher	Pupil
	Steve PR 121
TR 21	
TQ 112	
	Craig PR 112*
TI 112	
TQ 112*	
	Karen PR 112
TR 21	
TI 112	
TQ 112	
	John PR 112*
TR 22	
TQ 112*	

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Teacher	Pupil
	Mike PR 112*
TR 22	
TQ 112*	
	Carol PR 112
TI 112	
TQ 112	
TR 112	
TQ 112	
	Sharon PR 112
TR 21	
TQ 112*	
	Sharon PR 112
TR 21	
TR 112	
TD 22	
TI 21	

Teacher	Pupil
TD 22	
TD 22	
TQ 121	
	Carolyn PR 121
TR 21	
TQ 121	
	David PR 121*
TQ 121	
TQ 121	
	David PR 121
TR 21	
TQ 121	
	Carol PR 121
TR 21	
TQ 121	

Page 17

Teacher	Pupil
	Randy PR 121
TQ 121	
	Randy PR 121*
TD 22	
	Randy PR 121
TR 21	
TQ 121	
	Glenna PR 121
TR 21	
TQ 121	
	Frank PR 121

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Teacher Pupil

TQ 121*

1 Frank PR 121

TQ 121*

Frank PI 21

TQ 112
TQ 121*

Frank PR 121

TQ 121

Steve PR 121

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Teacher	Pupil
Page 1	
TD 22	
TD 22	
TD 22	
	PQ 21
TD 22	
Students work on test	
TD 22	
Still working	
TD 22	
Still working	
TD 22	
TI 111 RA	
Page 2	
TI 111 RA	
(20 Questions)	
TD 22	
Page 3	
TI 111 RA	
(10 Questions)	
TD 22	
	1 Melody PQ 21
TD 22	
TD 22	
TD 22	
TQ 121	
TD 22	
TQ 111 RG	
	Steve B PR 111
TQ 111	
	Mike H PI 121
TQ 21	
	Mike H PD 22
From pages 4-7 pupils read their grades from aforementioned test	
Page 7	
TQ 21	
TI 112	
TI 121	
TI 21	
TQ 121	
STOP 1	
TR 32 Ken	
TI 21	
TQ 121	
Page 8	
	1 Jackie PR 121
TR 21	
TQ 121	
	Craig PNA
TQ 121*	
	1 Mike PR 121
TR 21	
TQ 121	
	1 Karen PR 121
TI 121	
	1 Karen PR 121
TR 21	
TI 112	
TQ 121	
	2 John H PR 121
TI 112	
TQ 112	
	1 Steve B PR 112
TQ 112	
	1 Steve B PRDUN
TR 112	
TI 112	
TQ 112	
	1 Craig PR 112
TR 21	
TI 21	
TQ 121	
Page 9	
	2 Lee PRDUN
TQ 121*	
	1 Steve PD 21
TD 22	
TQ 121*	
	1 Steve U PR 121
TQ 121*	
	1 Steve U PR 121*
TR 22	
TQ 121	
	1 Sharon PR 121
TR 21	
TQ 121	
	2 Rich PR 121*
TR 22	
TQ 112	
	2 Rich PR 112
TR 21	
	2 Rich PR 112
TR 21	
TQ 121	
	2 David W PRDUN
TQ 121*	
	Linda PRDUN
Page 10	
TQ 121*	
	Melody PNA
TQ 121*	
	John PNA
TQ 121*	
	Randy PNA

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Teacher Pupil

TQ 121*

Glenna PR 121

TR 21

1 Craig PI 121

TR 121
TQ 112

1 Karen - PR 112

TR 21

1 Craig N PQ 121

TR 121
TQ 121

2 Ken PNA

TI 111
TQ 121
TQ 121

1 Sharon R PRNOC*

TR 22
TQ 121*

Steve PR 121*

TI 121
TQ 121

Page 11

1 Mike PR 121

TR 21
TQ 121

2 Marcello PR 121*

TR 22

Teacher Pupil

TI 112
TQ 121*

Carol P PR 121

TR 21
TI 121
TI 121
TQ 121

Carolyn PNA

TQ 121*

1 Sharon PR 121

TR 21
TQ 121

2 Rosanna PR 121

TR 21
TI 112
TI 112
TQ 121

2 Joann PR 121

1 Sharon PQ 121

Page 12

TQ 121

1 Sharon B PR 121*

TR 22

1 Sharon R PQ 121

TQ 121

Sharon PR 121

TR 21
TQ 112

Teacher Pupil

Sharon PR 112

TQ 112

Sharon PRDUN

TD 22
TQ 112

1 Ronnie PR 112

TR 21
TI 112

STOP 2

TQ 21
TQ 21
TQ 121

John PR 121

TR 21
TQ 21

Page 13

TD 22
TD 22
TQ 21
TD 22
TI 121
TI 121

1 Steve B PQ 121

TQ 121

1 Steve B PR 121

TQ 121
TI 112
TR 121
TQ 21

Teacher Pupil

TI 21
TD 22
TD 22
TD 22
TQ 121

2 Joann PR 121

TQ 122

2 Joann PR 122

TQ 122

Joann PRMUD

TQ 122

Joann PRMUD

TQ 122

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Joann PR 122*

TQ 122*

John C PR 122

TR 21
TI 112
TQ 121

2 Joyce PR 121

TQ 121

Joyce PR 121

TQ 122

Joyce PR 122

TI 112
TQ 121

Teacher	Pupil
	Joyce PR 121
TR 21	
TI 121	
	1 Sharon B PI 121
TQ 121	
	2 Ronnie PQ 121
TQ 122	
	2 Ronnie PNA
Page 15	
TQ 121*	
	2 Ronnie PNA
TQ 121*	
	1 Melody PR 121
TR 21	
TQ 121	
	2 Vickie PR 121
TR 21	
TQ 122	
	2 Vickie PRDUN
TQ 122*	
	1 Sharon B PR 121
TR 21	
TI 112	
TQ 121	
	2 Craig N PR 121
TD 22	
	2 Craig N PRDUN
TQ 121	
	2 Craig PR 121
TQ 122	
	Craig PR 121
TR 21	
	Craig PR 121
TR 21	
STOP 3	
Page 16	
TQ 121	
	2 Frank PR 121
TQ 122	
	Frank PRMUD
TQ 122	
	Frank PR 121
TR 21	
TQ 121	
	2 Linda G PR 121
TR 21	
TQ 121	
	2 Mike K PR 121
TQ 122	
	Mike K PR 121*
Laughter	
	Mike K PRMUD
TR 22	
TQ 121	
	Mike PR 121
Page 17	
TQ 121	
	2 John C PQ 21
TD 22	
	2 John C PRMUD
TD 22	
	2 John C PRMUD
TD 22	
	John PR 121
TQ 122	
	John PR 121
TR 21	
TQ 121	
	2 Carl D PR 121
TQ 122	
	Carl PR 121
Page 18	
TR 21	
TQ 121	
	Sharon B PR 121
TQ 122	
	Sharon B PR 122
TI 21	
TD 22	
TD 32	
TQ 32	
TI 31	
TI 31	
TI 31	
TI 31	
	Sharon R PQ 31
TI 31	
	Sharon R PQ 31
TD 32	
	Sharon R PQ 31
TD 32	
	Lee PQ 31
TD 32	
	Sharon PQ 31
TI 32	
TI 31	
TI 31	
TI 31	
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Teacher Pupil

Page 1

TD 22
TD 22
TD 22
TQ 111 RA

2 Mike PR 111

TQ 21

Class PD 21

TQ 121

Class PR 121

TQ 111

2 Mike PR 111

TR 21
TQ 111

2 Jackie PR 111

TQ 111

2 Jackie PR 111

TR 21
TQ 111

2 Karen PR 111

TQ 111

2 Eric PR 111

Page 2

TR 21
TQ 111

2 John H PRDUN

TQ 111*

Teacher Pupil

2 Marcello PR 111

TQ 111

2 Carol PR 111

TR 21
TQ 111

2 Lee PR 111

TR 21
TQ 111

2 Steve B PR 111

TQ 121

2 Carolyn PR 111

TR 21
TI 21
TQ 111

2 Carl PR 111

TQ 111

Carl PR 111

TQ 111

2 Frank PR 111
PI 21

Page 3

TQ 21

Frank PD 21

TQ 111

Frank PR 111

TR 21
TQ 111

Teacher Pupil

2 David PR 121*

TR 22
TQ 121

David PR 121

TQ 111

2 Steve PR 121*

TQ 21

1 Frank PR 121

TR 21
TQ 111

Frank PR 111

TQ 111

2 Rich PR 111

TQ 111

2 Joann PR 111

TQ 111

2 Linda PR 111

TQ 111

Page 4

2 Joyce PR 111

TQ 111

2 Ronnie PR 111*

TD 22

2 Ronnie PR 111

TQ 111

Teacher Pupil

2 Vickie PR 111*

TQ 121
TQ 121

2 Vickie PR 121*

TR 22
TQ 112
TI 112

Vickie PR 121

TR 21
TQ 121*

Vickie PR 121

TR 21
TQ 111

2 Randy PR 111*

TQ 111*

1 Steve PR 111

TR 21
TQ 111

2 Craig PR 111*

TQ 112

1 Melody PR 112

TR 21
TQ 111*

Page 5

2 Craig PR 111

TR 21
TQ 111

2 Glenna PR 111

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Teacher	Pupil
TR 21	
TQ 111	
	2 Mike PR 111*
TQ 111*	
	2 Mike PR 111
TQ 111	
	Mike PR 111
TR 21	
TQ 111	
	1 Linda PR 111
TQ 111	
	John PR 111
TQ 111	
	2 Joann PNOC
TQ 111	
	2 Sharon PR 111*
TD 22	
	Sharon PNOC
Giggling	
TD 22	
Page 6	
	2 Sharon PR 111
TQ 111	
	2 John PR 111
TR 21	
TQ 111	
	2 Betty PR 111
TR 21	
TQ 111	
	2 Rosanna PR 111
TQ 21	
TI 21	
TD 22	
TD 22 Passes out test	
	1 Carolyn PQ 21
TD 21	
TD 22	
TI 111 RT	
TD 22	
Students begin working	
Page 7 & 8	
STOP 1	
TD 22	
TD 22	
TI 111 RA	
30 sentences	
Page 9	
	PQ 21
TD 21	
	PQ 21
TD 21	
	PQ 21
TD 21	
	PQ 21
TD 21	
	PQ 21
TD 21	
	PQ 21
TD 21	
TI 111	
Page 10	
	Sharon PQ 21
TD 21	
	Sharon PI 21
	Student PQ 21
TD 21	
TI 111	
10 more sentences	
	PQNOC
TD 21	
	PD 21
TQ 21	
	PDNOC
TD 21	
Page 11	
TI 111	
10 more sentences --50 in all.	
TD 22	
TI 32	
Pages 11-14	
Contain interaction of giving grades	
TD 22	
TQ 21	
STOP 2	
Page 15	
	1 Jackie PQ 21
TQ 121	
	1 John PR 121
TR 21	
	1 Jackie PQ 121
TR 121	
	1 Jackie PI 121
TR 21	
	1 Sharon R PQ 21
TD 22	
TQ 21	
	I 31 P.A. System
	1 Karen PQ 32
TD 32	
	Ken PQ 21
TD 21	
TD 22	
-- Bell--	

Teacher	Pupil
Page 1	
TD 22	
TD 22	
TD 22 spelling test	
TI 111 RT 20 words	
TD 22	
STOP 1	
TI 111 RA	
TQ 111 RG	
Pages 1-3 consist of pupils reporting their test grades	
Page 3	
T I 21	
TD 22	
TD 22	
TD 22	
	PQ 21
TD 21	
	PQ 21
TD 21	
TD 21	
TI 21	
	1 Mike H PI 21
	PQ 21
Page 4	
TD 22	
TD 22	
TD 22	
TI 112	
TI 112	
TI 112	
TI 21	
TI 112	
TI 112	
TD 22	
TQ 21	
TD 22	
TQ 121	
	2 Rich PI 21
TQ 121*	
	2 John H PNA
TD 22	
TQ 121*	
	2 Mike H PR 121
TQ 121	
	2 Jackie PR 121
TQ 121	
	2 Rosanna PR 121
TQ 121	
	2 Karen PNA
TR 32 Karen	
TQ 21	
	2 Karen PD 21
TD 22	
TD 22	
TQ 121	
	2 Linda F PR 121
TR 21	
TQ 121	
	2 Linda G PR 121
TR 21	
TQ 121	
Page 5	
	2 John C PR 121
TQ 121	
	2 Ken PR 121
TR 21	
TQ 121	
	2 Eric PR 121
TQ 121	
	2 Joyce PR 121
TR 21	
TQ 121	
	2 Melody PI 21
TQ 21	
	2 Melody PD 21
TD 22	
TQ 121	
	2 Craig PR 121
TQ 121	
	2 Ron S PR 121
TQ 121	
	2 Steve B PR 121
TQ 121	
	2 Marcello PR 121
Page 6	
TR 21	
TQ 121	
	2 Marcello PR 121*
TR 22	
TI 121	
TQ 121	
	2 Sharon R PR 121*
TQ 121	
TQ 112	
	2 Sharon R PR 121*
	Laughter
TQ 112	
TQ 121*	
TR 121	
TQ 121	
	2 Carolyn PR 121
TR 21	
TQ 121	
	2 Carol P PR 121
TQ 121	
	2 Vickie PR 121
TQ 121	
	2 John B PR 121
TQ 121	
	2 Carl D PR 121
TQ 121	
	2 Ken PR 121

Teacher Pupil

TQ 121

Frank PR 121

TI 21
TD 22
TD 22
TI 111 RB
TQ 122

1 Karen H PR 122*

TR 22
TQ 122*

Page 7

1 Glenna PR 121

TQ 121

1 Glenna PR 121

TQ 121

1 Steve U PRMUD

TR 22
TQ 121
TI 112
TQ 121*

1 Joy PR 121*

TR 22
TQ 121*

1 John B PRNOC*

TR 22
TQ 121*

1 Sharon B PR 121*

TR 22
TQ 121

Teacher Pupil

1 Karen H PR 121*

TI 112
TI 121
TQ 121*

Karen H PR 121*

TI 112
TI 121
TQ 121

1 Joyce PR 121*

TR 22
TI 121

1 Joyce PI 121

TI 121
TI 121
TI 121
TI 121
TI 121
TI 121
TI 121

1 Karen H PI 112
PI 112

Page 8

TI 21

STOP 2

TI 111
TI 111
TQ 121

1 Jackie PR 121

TR 21
TQ 121

Teacher Pupil

1 Rich PR 121

TR 21
TQ 121

1 Sharon R PR 121*

TQ 21

1 Ken PR 121

TQ 121

1 Karen PR 121

TR 21
TI 121
TI 121

1 Rich PQ 121

TD 22
TI 121

1 Karen PQ 122

TR 122
TI 112
TI 112
TQ 121

1 Karen PR 122

TR 21
TI 112
TQ 21

2 John C PD 21

Page 9

TI 21
TI 112
TQ 121

2 Joy PR 121

Teacher Pupil

TR 21
TI 112
TQ 121

2 Randy PR 121

TD 22

2 Randy PR 121

TR 21
TQ 121

2 Craig N PNA

TR 32 Craig
TD 22
TQ 121*

2 David W PR 121

TR 21
TQ 121

2 Steve U PR 121

TQ 121

2 Sharon B PR 121

TQ 121

2 Lee PR 121

TQ 121

2 Glenna PR 121

TQ 121

2 Mike H PR 121*

TR 22

2 Mike K PR 121

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Teacher **Pupil**

TR 22
TQ 121

2 Mike K PR 121

TR 21
TQ 21

2 John C PI 111

TI 111

Class reaction

TI 112

Page 10

PD 21

Laughter

TI 21

1 Sharon R PQNOC

TI 121

PI 121

TI 121

Laughter

1 Karen PI 112
PI 121

TQ 112
TQ 112
TR 32 Steve B
TI 121
TI 21

1 Jackie PI 112

TI 112
TI 112

Teacher **Pupil**

TR 32 Class

1 Karen PQ 121

TR 121

Class reaction

TR 32 John

1 Sharon B PI 121

TI 121

1 Karen PI 121

TI 121
TI 112
TI 112

1 Jackie PI 121

TI 121
TI 112
TI 112

1 Karen PI 121

TI 112
TQ 112
TR 112

Page 11

TI 121

1 Steve B PI 121

TR 21

1 Steve B PI 121

TI 121

1 Joann PQNOC

TR 121

Teacher **Pupil**

TQ 21

1 Ron PI 181

1 Mike K PI 181

TD 22

STOP 3

TR 32 Randy

1 Sharon PI 121

TR 21

1 Mike H PI 121

TI 121

1 Carolyn PQ 122

TR 122
TI 121
TI 121

From bottom of page 9 to top of page 12 is the discussion on "Fishes" and "Peoples"

Page 12

1 Craig C PI 21

TR 32 Lee & Karen

1 Craig C PI 21
PI 121

TI 121

1 Craig C PI 121

Teacher **Pupil**

TI 21
TI 21

1 Mike K PQ 21

TD 21
TD 21

1 Carolyn PQ 21

TD 21
TD 22

1 Karen PQ 21

TD 21
TD 22
TQ 21

2 Steve B PD 21

TQ 21

1 Sharon R PQ 21

1 PD 21

TD 22

1 Jackie PQ 21

TD 21
TQ 112
TR 112
TD 22

1 Mike H PQ 21

TD 21
TI 21
TI 21
TQ 121

2 Joy PD 21

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Teacher	Pupil
TD 21	
	2 Joy PR 121
TR 21	
TQ 121	
	2 Glenna PR 121
TQ 121	
	2 Carol P PR 121
TQ 121	
	2 Mike H PR 121
TQ 121	
	2 Mike K PR 121
TQ 121	
	2 Joy PR 121
TQ 121	
	2 Karen PR 121
TQ 121	
	2 Linda F PR 121
TQ 121	
	2 John H PNA
TR 32 John	
	2 John H PR 121
TQ 121	
	2 Jackie PR 121
TQ 121	
	2 Marcello PR 121
TQ 121	
	2 Sharon B PR 121
TQ 21	
	2 Sharon B PR 121
TQ 121	
	2 Sharon B PR 121
TR 21	
Page 14	
	1 Karen PQ 121
TR 121	
TI 121	
TQ 122	
	1 Karen PR 122
TR 21	
TI 112	
TQ 122	
	1 Karen PR 122
TR 21	
TQ 121	
	Karen PR 121
TR 21	
TI 112	
TI 21	
TI 121	
TQ 112	
	1 Ronnie PR 121
TR 21	
TI 121	
TI 121	
TQ 121	
	2 Randy PNA
TR 32 Randy	
	2 Randy PR 31
TD 22	
TQ 121*	
	1 Steve B PR 121*
TR 22	
TQ 111 RB	
	1 Carol P PR 111
TR 21	
TI 112	
	1 Steve B PQ 112
TR 112	
TI 112	
	1 Jackie PI 112
TQ 21	
	1 Jackie PD 22
TI 121	
Page 15	
	1 Jackie PI 121
TD 22	
TQ 111 RB	
	2 Jackie PR 111
TI 21	
	2 Jackie PR 111
TQ 21	
TQ 121	
	2 Jackie PR 121
TD 22	
TI 112	
TI 122	
TQ 122	
	2 Jackie PR 122*
TR 22	
TI 112	
	2 Jackie PR 122
TR 22	
TI 112	
TI 112	
TI 111	
TI 112	
TD 22	
TD 22	
	1 David W PQ 21
TD 21	
TD 22	
TD 22	
-- Bell--	

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Teacher	Pupil
Page 1	
TD 32	
TI 21	
TD 22	
TQ 111 RBoard	
	2 Mike H PR 111
TR 21	
TD 22	
TD 22	
	PQ 22
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
--Bell rings--	
TQ 21	
TD 22	
	PQ 22
TD 22	
TQ 21	
TD 22	
TI 21	
TD 111 RB	
Read from new workbooks, silently	
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
TQ 112	
	2 Joe PR 112
TQ 112	
Page 2	
	1 Jack S PR 112
TR 21	
TI 112	
TQ 112	
	2 Pat McG PR 112
TQ 112*	
	2 Jack S PR 112
TR 21	
	1 Wade D PR 112
TR 21	
TQ 181	
	2 Dennis PR 181
TR 21	
TQ 181*	
	2 Dick PR 181
TR 21	
TQ 181*	
	2 Jack PR 181
TQ 181*	
	2 Darlene PR 181
TR 21	
TQ 181*	
	2 Joe PR 181
TR 21	
TQ 181*	
	2 Pat PR 181
TQ 181*	
	2 Kim PR 181
TR 21	
TQ 181*	
	2 Dennis PR 181
TQ 181*	
	2 Susan PR 181
Page 3	
TI 181	
TI 112	
STOP 1	
TI 112	
TQ 112	
	2 Jack PRMUD
TQ 112	
	2 Jack PR 112
TR 21	
	2 Jack PI 112*
TI 112	
TQ 112	
	2 Jack PR 112
TR 21	
TQ 112	
TQ 112	
	2 Joe PR 112
TR 21	
TQ 112	
	2 Kim PR 112
TR 21	
TQ 112	
	2 Larry PR 112
TR 21	
TQ 112	
	2 Peggy PR 112
TR 21	
TQ 181	
TQ 112	
TI 112	
TQ 112	
2 Pat McG PNA	
TQ 112	
2 Pat McG PR 112	
TQ 21	
TQ 112	
	2 Joe PR 112
TQ 122	
2 Joe G PR 122	
Page 4	
TQ 112	
	2 Joe G PR 112
TR 21	
TI 121	
TQ 122	

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Teacher Pupil

2 Jack PR 122

TR 21
TI 112 Going over
TD 22 notebook
TI 21 exercise
TD 22 orally
TD 22
TD 22
TI 111 RB
TD 22
TQ 121

2 Ken W PR 121

TR 21
TI 111
TQ 121

2 Ruth M PR 121

TR 21
TI 111
TQ 121

2 Joe G PR 121

TR 21
TI 111
TQ 121

2 Susan PR 121

TR 21
TI 111
TQ 121

2 Dick PR 121

TR 21
TI 111
TQ 121

2 Pat B PR 121

TR 21
TI 111

Teacher Pupil

TQ 121

2 Darlene PR 121

TQ 21
TD 22

Page 5

TD 22
TD 22
TQ 121

2 Jack PNA

TQ 181

2 Jack PR 181

TR 21
TQ 121

2 Peggy PR 121

TR 21
TI 122
TD 22
TI 111
TQ 112

1 Pat B PR 121*

TQ 21
TR 22
TI 121
TQ 112
TR 112
TI 121
TI 122
TQ 122

1 Pat B PR 122

TR 21
TI 121
TD 22
TD 22

Teacher Pupil

TD 22
TD 22
TD 22
TI 111
TQ 121

2 Byron PR 121

TQ 122
TI 21

2 Byron PRNOC

TR 21
TI 112
TD 22
TI 111
TQ 121

Page 6

1 Susan Q PR 121

TR 21
TQ 122

Susan Q PR 122

TQ 21

Susan PR 121

TR 21
TI 111
TQ 121

2 Loretta M PR 121

TQ 122

2 Loret. M PR 122

TR 21
TI 121
TI 121
TI 111
TQ 121

Teacher Pupil

1 Pat B PR 121

TR 21
TQ 122

1 Pat B PR 122

TR 21
TI 111
TQ 121

1 Larry PR 121

TQ 122

1 Joe G PR 122

TR 21
TI 111
TQ 121

1 Jack S PR 121

TQ 122

1 Dennis B PR 122

TR 22
TQ 122

Page 7

1 Pat B PR 122

TR 21
TI 121

STOP 2

TI 111
TQ 121

1 Larry S PR 121

TQ 122

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Teacher **Pupil**

1 Larry PR 122

TR 21
TI 112
TI 111
TQ 121

1 Darlene G PR 121

TR 21
TQ 112

1 Mike H PR 112

TR 21
TI 112
TD 22
TI 181
TD 22
TD 22
TD 22
TD 22
TQ 121

2 Peggy PR 121

TR 21
TI 111
TQ 121

2 Byron T PR 121

TR 21
TQ 121

2 Larry S PR 121

TR 21
TI 21
TD 22
TD 22

Page 8

TI 111
TQ 21
TI 111

Teacher **Pupil**

TQ 121
TR 121
TQ 21
TD 22
TD 22
TQ 21
TD 22
TD 22
TD 22
TD 22
TD 22
TD 22
TD 32
TD 32

Pupils do seat work on workbook

1 Larry PQNOC

TD 22
TD 22
TD 22

Pupils continue

TD 22
TD 22

1 Dick C PQ 22

TD 22
TD 22
TI 21
TI 21

1 Loretta PQNOC

TD 22

Page 9

TD 22
TQ 21
TI 21
TD 22
TD 22

Teacher **Pupil**

TQ 21
TD 22
TD 22
TD 22

1 Jack PQ 31

TD 32
TD 32

1 Dennis PQ 22

TQ 22

Dennis PD 22
1 Patt PD 22
1 Dennis PD 22

TD 22
TD 22
TD 22

1 Joe PQ 22

TD 22
TD 22

STOP 3

Pupils do more seat work

TR 32 Pat & Joe

Page 10

Pupils still working

1 Jack S PQ 22

TD 22

1 Dennis B PQ 22

Teacher **Pupil**

TD 22
TD 22

Still working

TD 22
TQ 21

working

TD 22
TQ 112

1 Dennis PR 112*

TR 22
TQ 112*

Peggy PR 112

TR 21

1 Peggy PI 112

TR 21
TQ 21
TQ 22

1 Larry PD 22

TR 21
TI 112

1 Loretta PI 112

TR 21
TQ 22
TD 22
TD 22
TD 22
TD 22

Page 11

STOP 4

Teacher	Pupil
	1 Jack PI 21
TQ 21	
	1 Jack PI 21
TD 22 TQ 112	
	1 Jack PI 112
TQ 21 TQ 112	
	1 Jack PR 112
TQ 112	
	Jack PR 112
TI 121 TI 21 TD 22 TD 22	

-- Bell --

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Teacher	Pupil
Page 1	
TD 22	
TD 22	
TQ 21	
TQ 21	
	1 Joe PD 22
TD 22	
TR 32	Joe
TD 22	
TD 22	
	1 Jack PI 21
TD 22	
TQ 111 RA	
	2 Larry PRDUN
TI 121	
TI 121	
TQ 111*	
	1 Jack PR 111
TR 21	
TI 121	
TI 121	
TQ 111	
	1 Dick PR 111
TR 21	
TQ 111	
	1 Loretta PR 111
TR 21	
TD 22	
TQ 111	
	1 Kim PR 111
TQ 111	
	Ken W PRMUD
TD 22	
	2 Ken W PR 111
TR 21	
TI 121	
TQ 112	
Page 2	
	1 Jack PR 112
TR 21	
TQ 121	
	2 Jack PR 121
TR 21	
TQ 121	
	Susan PNA
TI 121	
	2 Susan Q PR 121
TR 21	
TQ 111	
	2 Susan Q PRNOC
TR 21	
TQ 111	
	1 Dick PR 111
TR 21	
TQ 111	
	1 Ken PR 111
TR 21	
TQ 111	
	1 Larry PR 111
TR 21	
TQ 111	
	2 Loretta PR 111
TQ 111	
	1 Jack PR 111
TI 111	
	1 Jack PI 21
TQ 21	
	1 Jack PD 22
TI 121	
TQ 111	
	2 Pat P PI 21
TQ 111*	
	2 Pat P PI 21
TQ 111	
	1 Loretta PR 111
TR 21	
Page 3	
TQ 121	
	2 Ken PNA
TQ 121	
	2 Ken PR 121*
TR 21	
	Bob P PR 121*
TR 22	
	Bob P PR 121
TR 21	
TI 121	
TQ 111	
	2 Bob S PR 111
TR 21	
TQ 121	
	1 Jack PR 121
TR 21	
TI 121	
TQ 111	
	2 Peggy PR 111
TR 21	
TQ 111	
	2 Patt McG PR 111
TR 21	
TQ 111	
	2 Dick PR 111
TQ 122	
	2 Dick PR 122
TR 21	
TQ 111	
	2 Mike H PI 21
TD 22	
	2 Mike H PR 111
TR 21	
TQ 112	
	2 Mike H PR 112

Teacher **Pupil**

Page 4

TQ 21

2 Mike H PRNOC

TI 121
TD 22
TQ 21
TQ 111

2 Peggy PR 111

TR 21
TQ 121

1 Ken PR 121

TQ 122

1 Ken PR 122*

TR 22
TQ 121

1 Larry PR 121*

TR 22
TQ 21
TQ 121

[illegible] Jack S PR 121

TR 21
TQ 111

1 Bob P PR 111

TR 21
TQ 111

1 Ken PR 111

TR 21+
TQ 21
TQ 111

Teacher **Pupil**

1 Loretta PR 111

TR 21
TQ 112

2 Susan Q PR 112

TR 21
TD 22
TQ 112

2 Ken PR 112

Page 5

TQ 112

2 Dick PR 112*

TR 22
TQ 112*

2 Loretta PR 112*

TR 22
TQ 112*

1 Kenneth PR 112

TR 21
TQ 112

2 Dick PR 112

TR 21
TQ 112

1 Joe G PR 112

TQ 112

2 Pat B PR 112*

TR 22
TQ 112*

2 Pat B PR 112

Teacher **Pupil**

TR 21
TQ 112
TI 21

2 Byron PR 112

TR 21
TQ 112

2 Ruth PR 112*

TQ 112*

2 Bob P PR 112

TR 21
TQ 112

2 Peggy PQ 21

TD 22

2 Peggy PR 112

TR 21
TD 22
TQ 21
TQ 112

2 Joe PR 112*

TR 22
TD 22
TI 121
TQ 112*

Page 6

2 Joe PNA

TR 31
TQ 112

1 Loretta PR 112

TR 21
TQ 112

Teacher **Pupil**

2 Dick PR 112

TR 21
TD 22
TD 22
TD 22
TD 22
TD 22

STOP 1

Pupils do seat work

TD 22
TQ 21
TD 22
TQ 121

2 Jack PR 121

TR 21
TQ 21
TQ 122

2 Bob S PR 122

TR 21
TQ 112

1 Jack S PR 112

TR 21
TQ 112

2 Byron PR 112

TR 21
TI 112
TI 121
TI 121
TQ 121

Page 7

2 Dick PR 121

Teacher Pupil

TR 21
TQ 121

2 Dick PR 121*

TQ 121*

2 Dick PR 121

TR 21
TQ 112

2 Dick PR 112

TR 21
TQ 121

2 Peggy PR 121

TR 21
TQ 121

2 Ruth PR 121

TR 21
TQ 121

2 Ruth PR 121

TR 21
TI 121
TQ 121

2 Kim PR 121

TR 21
TQ 121

2 Kim PR 121*

TR 22
TQ 121

1 Byron PR 121*

TR 22
TR 121

Teacher Pupil

TQ 121

2 Mike H PR 121

TR 21
TI 121
TQ 111 RB

2 Ken PR 111

TQ 121

2 Wade D PRMUD

TD 22

2 Wade PR 121

TR 21
TQ 111

2 Larry PR 111

Page 8

TR 21
TQ 111

Several PR 111

TR 21
TQ 121
TI 121
TQ 121

1 Jack PR 121*

TR 22
TI 112
TQ 121*

1 Byron PR 121*

TI 121
TQ 121*

1 Bob P PR 121*

Teacher Pupil

TI 121
TR 22
TQ 121*

1 Peggy PR 121

TR 21
TI 112
TQ 121

2 Peggy PR 121

TR 21
TQ 21
TI 121
TI 121
TQ 112

1 Larry PR 112

TR 21
TQ 121

2 Dick PR 121*

TR 22
TQ 121*

2 Jack PR 121*

TR 22
TI 21
TQ 121

2 Dick PR 121

TR 21
TI 121

1 Jack PQ 121

TQ 121

Page 9

1 Jack PR 121

Teacher Pupil

TR 21
TQ 121

Jack PR 121

TR 21
TI 121
TI 121
TQ 112

1 Jack PR 112*

TR 22
TQ 112
TQ 21
TQ 112

1 Jack PR 112*

TR 22
TQ 112*

1 Larry PR 112*

TR 22
TQ 112*

Kenneth PNA

TI 112
TQ 21
TR 112
TI 112
TI 112
TQ 121

2 Pat B PR 121

TR 21
TQ 112

2 Pat B PR 112

TR 21
TQ 112

2 Joe PR 112

Teacher	Pupil
TR 21	
TQ 112	
	1 Byron PR 112
TR 21	
TQ 111	
	2 Wade PR 111
TR 21	
TQ 121	
Page 10	
	2 Dick PR 121
TR 21	
TQ 121	
	2 Wade PR 121
TR 21-	
	1 Jack PQ 21
TD 22	
	1 Jack PI 122
TR 121	
TI 122	
	1 Jack PI 121
TR 21+	
TI 121	
TI 121	
	1 Jack PI 122
TQ 121	
	1 Jack PR 121
TQ 121	
	1 Jack PR 121*
TQ 121*	
	1 Ken PR 121
TR 21	
TQ 121	
	2 Jack PR 121
TR 21	
TI 121	
	1 Jack PQNOC
TR 22	
TI 122	
TI 112	
TI 121	
TI 121	
TI 121	
	1 Ken PQ 121
Page 11	
TR 121	
	1 Larry PQNOC
TR 121	
TI 21	
TI 21	
TQ 121	
	2 Kim PR 121*
TR 22	
TQ 121	
TR 121	
TI 121	
TQ 121	
	2 Joe PR 121*
TQ 121	
	2 Joe PR 121
TR 21	
TI 121	
TI 121	
TQ 121	
	2 Susan PR 121
TQ 21	
	2 Susan PR 121
TR 21	
TI 121	
	1 Ken PQ 121
TR 121	
TQ 121	
	1 Jack PR 121*
TQ 121*	
	1 Peggy PR 121
TR 21	
TQ 121	
	1 Peggy PR 121*
TQ 121*	
	1 Peggy PR 121
Page 12	
TR 21	
TI 121	
TI 121	
TI 121	
STOP 2	
	1 Joe PQ 22
TQ 21	
	1 Joe PD 22
TD 22	
	1 Joe PI 21
TD 22	
TI 21	
	1 Dick PQ 22
TD 22	
TD 22	
TD 22	
TR 32 class	
TD 22	
TQ 112	
	1 Mike H PR 112
TQ 122	
	1 Mike H PR 122
TR 21	
TI 21	
TQ 112	
	1 Pat B PR 112
TQ 122	
	1 Pat B PR 122
TQ 122	
	1 Susan PRNOC
TQ 122	
	1 Susan PRNOC
TR 21	

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Teacher	Pupil
TI 121	
TI 121	
TI 121	
Page 13	
TQ 112	
	1 Dick PR 112
TR 21	
TQ 112	
	1 Ruth PR 112
TR 21	
TI 121	
TQ 21	
	Patt PI 21
TQ 112	
TR 32 Class	
	1 Loretta PR 112*
TQ 21	
TQ 112*	
	1 Jack PR 112*
TQ 112	
TI 121	
TQ 111 RB	
	1 Larry PR 111
TI 111	
	1 Larry PR 111
TQ 112	
	2 Loretta PR 112*
TR 22	
TI 121	
TQ 112	
	Several PR 112
TR 21	
TQ 21	
TQ 112	
	Laughter
	1 Ruth PR 112
TR 21	
TQ 112	
	1 Ruth PR 112
TR 21	
TI 121	
Page 14	
TQ 121	
	1 Joe PR 121
TQ 121	
	1 Bob S PR 121
TR 21	
TQ 122	
	2 Bob S PR 122*
TR 22	
TQ 122*	
	1 Ken PR 122
TR 21	
TI 121	
	1 Ken PQ 121
TR 121	
TI 121	
TQ 121	
	1 Larry PR 121
TR 21	
TQ 121	
	1 Ken PR 121
TR 21	
TQ 122	
	1 Patt PR 32
TR 32 Patt	
TQ 122*	
	1 Bob P PR 122
TQ 122*	
	1 Larry PR 122*
TR 22	
TQ 122*	
	1 Jack PR 122
TQ 133	
Next part NOC from tape	
TQ 111	
	1 Jack PR 111
Page 15	
TR 21	
	1 Jack PI 121
TR 21	
TD 22	
TD 22	
TD 22	
TQ 112	
	1 Joe PR 112
TR 21	
TQ 122	
	1 Ruth PR 122
TR 21	
TQ 122	
	2 Byron PNA
TQ 122*	
	1 Ken PR 122
TQ 122	
	1 Jack PR 122
	Laughter
TQ 122	
	1 Bob S PR 122
TR 21	
TQ 21	
STOP 3	
TD 22	
TD 22	
	1 Jack PQ 22
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
TD 22	
--Bell--	

Teacher	Pupil
Page 1	
TD 32	
	1 Dick PQ 31
TD 32	
TD 32	
	1 Dick PQ 31
TR 32 Dick	
	Male PQ 31
TQ 31	
	Male PD 32
TD 32	
TD 32	
	Male PI 31
TR 32	
	Male PI 31
TQ 32	
	1 Ken PI 31
TQ 31	
	1 Ken PI 31
TD 32	
	1 Mike PRNOC
TQ 31	
	Male PI 31
TR 31	
TQ 111 RA	
	2 Dick PQ 21
Page 2	
TQ 111*	
	2 Dick PR 111
TR 21	
TQ 111	
	2 Dick PR 111
TR 21	
TQ 111	
	2 Larry PR 111
TR 21	
TR 32	
TQ 111*	
	2 Jack PR 111
TQ 112	
	2 Jack PR 112
TQ 111	
	1 Dick PR 111
TR 21	
TQ 112	
	Dick PR 111
TR 21	
TI 112	
TQ 111	
	1 Pat PR 111
TQ 111	
	1 Bob P PR 111
TR 21	
TQ 111	
	1 Jack PR 111
TR 21	
TI 112	
TQ 111	
	2 Byron PR 32
TQ 21	
TQ 111	
	1 Bob P PR 111
TR 21+	
TQ 111	
Page 3	
	1 Dick PR 111
TR 21	
TQ 111	
	1 Jack PR 111
TR 21	
	1 Dick PI 111
TI 112	
TQ 111	
	1 Jack PI 112
TQ 111	
	2 Wade PQ 21
TQ 111	
	2 Wade PR 111
TR 21	
TQ 111	
	2 Dick PR 111
TR 21	
TQ 111	
	2 Jack PR 111
TR 21	
TQ 112	
TI 181	
TQ 112	
	1 Loretta PR 112*
TR 22	
TQ 112*	
	1 Mike PR 112
TR 21	
TI 121	
TQ 111	
	1 Bob B PR 111
TD 22	
TD 22	
TD 22	
TD 22	
Page 4	
	1 Jack PQ 22
TD 22	
TD 22	
TD 22	
TR 32 Mike	
TD 22	
TD 22	
TQ 21	
	1 Dennis PQ 22
TD 22	
	Students begin work

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Teacher	Pupil
TD 22	
Still working	
TQ 21	
Still working	
TD 22	
TQ 111 RB	
	1 Loretta PR 111
TQ 111 RA	
	1 Loretta PR 111
TR 21	
TQ 111 RA	
	2 Susan Q PR 111
Page 5	
TR 21	
TQ 22	
	2 Susan PQ 22
TD 22	
TQ 111 RA	
	1 Dick PR 111
TR 21	
	1 Mark PQ 21
TD 22	
TQ 111	
	1 Kim PR 111
TR 21	
TQ 111	
	1 Ken PR 111

Teacher	Pupil
TR 21	
TQ 111	
	1 Bob P PR 111
TR 21	
TQ 111	
	1 Jack PR 111
TR 21	
TI 112	
TI 121	
TI 121	
TQ 111	
	2 Joe G PR 111
TR 21	
TQ 133	
	1 Jack PR 133
TR 21	
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	1 Jack PQ 121
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TD 22	
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	2 Mike H PR 121
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	2 Mike H PR 121
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TI 112	
TQ 111	
	2 Pat B PR 111*
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	1 Jack PR 111
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	2 Susan Q PR 111
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	2 Susan PR 121
TQ 121	
	2 Susan PR 121
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TQ 112	
	2 Susan PR 112*
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TQ 111	
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TQ 21	
TI 121	
	1 Jack PI 121
TI 121	
TI 121	
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	1 Wade PQ 21
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TD 22	
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TI 112	
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TQ 111	
	2 Kim PR 111*
TR 21	
	2 Kim PI 111
TR 21	
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TQ 111	
	1 Dennis PR 111
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	2 Byron PR 111
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	2 Bob S PR 111
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	1 Jack PR 111
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	1 Jack PQNOC
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2 Brenda PD 22

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2 Jack PD 21

TQ 21

2 Larry PD 21

TD 22
TD 22
TD 22
TI 21

1 Jack PQ 21

TD 21
TD 22

1 Joe G PQ 21

TD 21
TD 22
TD 22
TD 22

1 Dennis PQ 22

TD 22

1 Kenneth PQ 22

TD 22

1 Brenda PQNOC

TD 22
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2 Susan PR 111

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2 Susan PR 121

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2 Kim PR 121

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2 Kim PI 21

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TD 22
TQ 111

2 Jack PR 111

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TD 22

2 Larry PQ 21

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TD 22

Bob S PQ 121

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Pupils work on exercise

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Individual T-P interactions occur.

Pupils work on assignment until
--Bell--

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	1 Rick H PQ 22
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	1 Diana PD 22
TR 32 Class	
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TD 22 and dis-	
TD 22 cusses	
TD 22 test	
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	1 Susan B PQ 22
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	1 Susan H PQ 22
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TD 22	
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TD 22	
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TQ 121	
	2 Terry PNA
TQ 121*	
	2 Rich H PR 121
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TI 121	
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	1 Robert PR 112
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TQ 111 RA	
	2 Nancy A PR 111
TR 21	
TI 121	
TI 21	
TQ 121	
	2 Allan H PR 121
TQ 111	
	2 Allan H PR 111
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	2 Mike N PR 121
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	2 Mike PR 111
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	2 Marilyn PR 121
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	2 Delane PR 121*
TQ 121*	
	2 Chuck PR 121
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	2 Dan PR 121*
	2 Pat S PR 121
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	2 Curt P PR 121
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	2 Curt PR 111
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	2 Randy PR 121
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	2 Randy PR 111
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	2 Linda B PR 121
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	2 Linda B PR 111
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	2 Judy PR 121
TR 21	
TI 112	
TQ 121	
	2 Linda Ba PR 121*
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TQ 121*	
	2 Valerie PR 121
TR 21	
TI 21	
TQ 121	
	2 Barry PR 121
TR 21	
TQ 111	
	2 Barry PR 111
TR 21	
TQ 121	
	2 Jan PR 121
TR 21	
TQ 121	
	2 Kathy M PR 121
TR 21	
TQ 111	
	2 Kathy PR 111
TR 21	
TQ 121	
	2 Cynthia PR 121
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TQ 121	
	2 Joanne PR 121
TR 22	
TQ 121	
	2 Terry N PR 121
TQ 111	
	2 Terry N PR 111
TR 21 Spelling	
TD 22 books	
TD 31	
TD 31	
TD 22	
TQ 121	
	2 Nancy R PR 121*
TD 22	
	2 Nancy PR 121
TQ 121	
	2 Deborah PR 121
TR 21	
TQ 121	
	2 Sue PR 121
TR 21	
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	1 Terry PR 121
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	1 Terry PR 111
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TQ 121	
	1 Robert PR 121
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TQ 121	
	2 Linda PR 121
TR 21	
TQ 121	
	2 Linda PR 121
TR 21	
TQ 121	
	2 Curt PNA
TD 22	
	2 Curt PR 121
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	2 Delane PR 121
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	2 Randy PR 121
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TQ 121	
	2 Ginger PR 121
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TI 32 sheets
TD 22 handed out
TQ 21
TD 22
TI 111 RT

I 31 PA System

TI 111
TQ 112

2 Curt PR 112

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TD 22
TD 22
TD 22
TD 22 Passes out
TI 32 sheets on
TD 32 similies and metaphors
TI 112
TQ 112

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2 Rich H PR 112

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TQ 112

2 Rich H PR 112

TR 21
TQ 112

2 Kathy M PR 112

TQ 112

2 Kathy M PR 112

TR 21

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TI 112
TI 21
TD 22
TD 22
TD 22
TD 22
TI 111
TD 22

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TI 111
TD 22
TD 22
TD 22
TD 22
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TD 22
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TD 22
TD 22

2 Terry N PQ 22

TD 22
TD 22
TD 22

1 Deborah B PQ 121

TI 112
TQ 121

1 Alan PR 121

TR 21

1 Linda Bo PQ 121

TQ 21

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1 Linda Bo PI 21

Pupils start
to work

TR 32 Terry

1 Terry PR 31

Pupils working

STOP 2

Pupils resume work

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TD 22

Pupils continue

STOP 3

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TD 22
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TQ 111 RA

1 Pat S PR 111

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TQ 111

1 Linda Ba PR 111

TR 21
TI 21
TD 22
TD 22
TD 22

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1 Joanne F PI 111*

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TQ 111

2 Ginger PI 111

TR 21
TQ 111

2 Nancy PRDUN

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1 Robert B PR 111

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TQ 134

1 Robert PR 134

TR 21
TQ 111

1 Rich H PR 111*

TR 22
TQ 111*

1 Alan PR 111

TR 22
TI 112
TQ 111

1 Terry V PR 111

TR 21
TI 112

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1 Sue B PI 111

TR 22
TQ 111

1 Linda Ba PR 111

TR 21+
TQ 134

1 Linda Ba PR 134

TR 21
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1 Chuck T PR 111*

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TQ 111*

1 Judy B PR 111

TR 21
TR 31 Chuck
TQ 111

2 Charles M PR 111

TR 21
TQ 111

2 Cindy PR 111

TR 21
TQ 111

2 Dan PRDUN

TI 21
TQ 111

2 Mike N PR 111

TR 21
TQ 134

Teacher Pupil

2 Mike PR 134

TR 21
TQ 111

1 Curt PR 111

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TQ 111

1 Deb. B PR 111

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TQ 111

2 Terry PR 111

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2 Delane PR 111

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TQ 121

2 Delane PR 111

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TD 22
TQ 111

1 Robert B PR 111

TR 21

1 Linda Ba PI 111*

Class moans

TI 21

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STOP 4

TI 21
TD 22
TD 22
TD 22
TQ 111

1 Chuck PR 111

TR 21
TI 21
TQ 111

1 Linda Bo PR 111

TR 21
TI 21
TI 122
TQ 111

1 Pat S PR 111

TR 21
TQ 121

1 Pat S PR 121

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TI 112
TQ 111

I 31 PA System

TQ 111*

1 Nancy A PR 111

TR 21
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TQ 111

1 Brenda F PR 111

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TQ 111

2 Barry S PR 111

TR 21
TQ 134

1 Judy B PR 134

TR 21
TQ 111
TI 181
TQ 111

1 Sue B PR 111

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TI 121
TQ 111

2 Jan G PR 111

TR 21
TQ 111

2 Valerie PR 111

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TQ 111

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2 Terry V PRDUN

TQ 111*

1 Kathy M PR 111

TR 21
TQ 111

1 Marilyn L PR 111

TR 21
TQ 121

Teacher Pupil | Teacher Pupil | Teacher Pupil | Teacher Pupil

1 Marilyn PR 121

TR 21
TQ 121
TR 121
TQ 111

1 Joanne PR 111

TR 21
TQ 111

1 Valerie PR 111

TR 21
TQ 112
TQ 112

1 Valerie PR 112

TR 21
TQ 111

2 Nancy PR 111

TR 21
TD 22
TD 22
TQ 21

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1 Robert PQ 21

TD 22
TQ 21
TD 22
TD 22
TD 22
TD 22
TD 22

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TI 32
TD 22
TQ 111 RA

2 Mike N PR 111

TR 21 Vocabulary
TQ 111 homework

2 Brenda F PQ 21

TD 22

2 Bren. F PR 111

TR 21
TI 21
TQ 111

2 Terry V PR 111

TR 21
TQ 111

2 Catherine E. PR 111

TR 21
TQ 111

2 Delane PR 111

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2 Valerie B PR 111

TR 21
TQ 111*

2 Pat S PR 111

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TQ 111

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2 Sue B PR 111

TR 21
TQ 111*

2 Curt P PR 111

TR 21
TQ 111

2 Alan H PR 111

TQ 111*

2 Barry S PR 111

TR 21
TQ 111

2 Robt. B PR 111

TR 21
TQ 111*

2 Dan C PR 111

TR 21
TQ 111

2 Mary S PR 111

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TQ 111

2 Deb. B PR 111

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TQ 111

2 Chuck T PR 111

TR 21*
TQ 111

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2 Jan G PR 111

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TQ 111

2 Joanne PI 21

TQ 111*

2 Nancy R PR 111

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2 Randy F PR 121

TR 21
TQ 111

2 Nancy A PR 111

TR 21
TQ 111

2 Chas. M PR 111

TR 21
TQ 111

2 Terry N PR 111

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TQ 21

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2 Judy B PR 111

TR 21
TQ 111

2 Rich H PR 111

TR 21
TQ 111

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2 Kathy M PR 111

TR 21
TD 22
TD 22
TD 22
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TI 112
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Pupils start assignment

STOP 2

Pupils continue to work

TQ 121

1 Ginger M PR 121

TR 21

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Pupils continue

STOP 3

TD 22
TD 32
TD 22

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TD 22
TI 21
TD 22
TD 22
TD 22
TI 21
TI 21
TQ 111 RA

2 Linda Ba PR 111

TR 21 Going over
TQ 111 work just
finished

2 Pat S PR 111

TR 21
TD 22
TQ 111

2 Randy F PR 111*

Laughter

TR 22
TQ 111*

2 Randy F PR 111

TR 21
TQ 111

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2 Chuck T PR 111

TR 21
TQ 111

2 Cindy R PR 111*

TR 22
TI 112
TQ 111*

1 Delane PR 111

TR 21
TI 112
TQ 111

2 Joanne F PR 111

TR 21

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TQ 111

2 Mike N PR 111

TR 21
TQ 111

1 Terry V PR 111

TR 21
TI 112
TQ 111

1 Linda B PR 111

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TI 21
TI 112 draws

Laughter

Teacher Pupil

TI 112
TQ 111

2 Sue B PR 111

TR 21
TI 112
TQ 111

2 Judy B PR 111*

Groans

TR 22
TQ 121

2 Alan H PR 121

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2 Alan H

TR 21
TQ 121
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1 Chuck T PR 111

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2 Mary S PR 111

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1 Terry V PR 111

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2 Jan G PR 111

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TQ 111

1 Dan C PR 111

TR 21
TQ 121

1 Dan C PR 121

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TQ 111

2 Barry S PRDUN

TQ 111*

1 Robt. B PR 111

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1 Rich H PR 111

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1 Linda B PR 111*

TR 22
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1 Delane PR 111

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2 Kathy M PRDUN

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1 Deb. B PR 111*

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TQ 111*

2 Chuck T PR 111*

TR 22
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1 Terry V PR 111*

TQ 111*

1 Nancy A PR 111

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TQ 111

2 Chas. M PRDUN

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1 Mike N PR 111

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TI 122
TQ 111

2 Brenda F PRDUN

TQ 111*

2 Linda B PR 111

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2 Curt P PR 111

TR 21
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1 Chuck T PR 111*

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2 Ginger M PNA

TQ 111*

2 Susan H PR 111

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1 Judy B PR 111

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TQ 111

2 Nancy R PNA

TQ 111*

1 Chuck T PR 111

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1 Linda B PR 111

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TQ 111

2 Valerie B PQ 21

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TI 111
TD 22

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TI 32 paper
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TD 22
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Pupils work on
vocabulary test

STOP 1

Continue working

TD 22 Going over
TD 22 homework
TD 22 assignment
TI 112

TQ 111 RA

1 Rich H PR 111

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TQ 111

2 Brenda F PR 111*

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1 Linda B PI 21
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2 Pat S PR 111

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2 Alan H PRDUN

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1 Mary S PR 111

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TQ 134

1 Mary S PR 121

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TQ 111

1 Linda B PR 111

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TI 112
TQ 111

1 Judy B PR 111

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1 Nancy A PR 111

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2 Curt P PRDUN

TQ 111*

1 Chuck T PR 111

TR 21
TQ 111

1 Judy B PR 111

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TQ 134

1 Judy B PR 121

TR 22
TQ 121

1 Judy B PR 121

TR 21
TQ 121

1 Judy B PRNOC

TQ 121*

1 Curt P PR 121*

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TQ 121

1 Chuck T PR 121

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2 Cath. E PR 111

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2 Val. B PR 111

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TQ 111

2 Mike B PR 111

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TQ 111

2 Cindy R PR 111

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TQ 111

2 Nancy R PR 111

TR 21
TQ 134

2 Nancy R PR 121

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TI 134
TQ 111

2 Robt. B PR 111

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2 Robt. B PR 134

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1 Terry V PR 111

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TI 21 Passes out
TD 22 new assignment
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Pupils work

STOP 3

Pupils Work

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TD 22

Pupils work

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TQ 111

2 Delane PRDUN

TQ 111*

1 Ginger M PR 111

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TQ 121

2 Rich H PRDUN

TQ 121*

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1 Chuck T PR 121

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1 Rich H PQ 121

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2 Randy F PR 111*

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TQ 111*

1 Diana J PR 111

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2 Jan G PR 111

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2 Dan C PR 111

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2 Sue B PR 111*

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TQ 111*

1 Kathy M PR 111

TR 21

1 Rich H PI 121

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2 Delane PR 111

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1 Linda B PR 111*

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TQ 111*

1 Rich H PR 111

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2 Joanne PR 111

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2 Kathy M PR 111

TR 21
TQ 111

1 Terry V PR 111

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TQ 111

2 Susan PR 111

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TQ 111

2 Mike N PR 111

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2 Nancy R PRDUN

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1 Chuck T PR 111*

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2 Joanne PR 111

TR 21
TD 22 Passes out
TD 32 another
TD 32 sheet
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TD 22
TQ 121*

1 Rich H PR 121

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TQ 112

1 Chuck T PR 112

TR 21
TI 112
TQ 121
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1 Linda B PR 121

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TI 112
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1 Linda B PR 112

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1 Kathy M PR 121

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1 Chuck T PR 131

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TQ 121

1 Chuck T PR 121

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1 Chuck PR 112

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TQ 121

1 Cindy R PR 121

TR 21

1 Dan C PI 121

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TI 112

1 Kathy M PQ 121

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TI 121
TR 21+

1 Dan C PQ 134

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TQ 121

1 Rich H PR 121*

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TR 121
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TI 121

1 Rich H PQ 121

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TR 121

1 Joanne PQNOC

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1 Rich H PQ 134

TR 134

1 Sue B PQ 121

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TD 22

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TD 32 Spelling
TD 22 test
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TD 22 papers
TD 22 from yes-
TD 22 terday
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2 Alan PR 112

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2 Delane PR 111

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2 Delane PI 121

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2 Rich H PR 111

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2 Chas. M PR 111

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1 Linda B PR 111

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1 Linda B PR 121

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1 Chuck T PQ 121

TR 21
TQ 111

2 Terry N PR 111

TR 21
TQ 111

1 Terry V PR 111

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TR 22
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2 Valerie PI 21

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TQ 112*

1 Dan C PR 111

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1 Dan C PR 121

TR 21
TQ 111

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2 Deb. B PNA

TQ 111*

1 Judy PR 111

TR 21
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2 Curt P PRDUN

TQ 111*
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TQ 121

1 Kathy M PR 121

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2 Pat S PR 111

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2 Delane PI 31

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2 Mike N PR 111

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TQ 112

2 Mike N PR 112

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TQ 112

2 Mike N PR 112*

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TI 121
TQ 112*

1 Randy F PR 121

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TQ 111

2 Delane PR 111

TR 21
TQ 111

1 Joanne PR 111

TR 21
TQ 111

1 Mary S PR 111

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2 Nancy R PR 121

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TQ 134

2 Nancy R PR 121

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TI 121
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2 Nancy R PRNOC

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TQ 121*

2 Nancy R PR 121

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1 Linda Ba PQ 121

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1 Linda Bo PR 111

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1 Linda Bo PR 111

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TQ 111

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2 Nancy R PR 111

TR 21
TQ 111

2 Barry S PR 111*

TR 22
TR 32 Barry

2 Barry PR 31

TD 32
TQ 111*

1 Linda Ba PR 111

TR 21

1 Linda Ba PQ 121

TR 121
TQ 121

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1 Linda Ba PR 121

TR 21
TQ 111

2 Jan G PR 111

TR 21

2 Jan G PR 111

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2 Jan G PR 121

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2 Marilyn PR 111

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Deb. P PR 112

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2 Valerie PR 111

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Valerie PR 111

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2 Valerie PR 121*

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TQ 121*

1 Nancy A PR 121

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TQ 111

1 Chuck T PR 111

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1 Chuck PR 111

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2 Brenda F PR 111*

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2 Sue B PR 111*

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1 Terry V PR 111

TR 21

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1 Rich H PQ 21

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1 Pat S PR 112

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2 Joanne F PR 111

TR 21
TQ 111

1 Rich H PR 111

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1 Rich H PR 111

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1 Cynthia R PR 111

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1 Deb. B PR 111

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1 Deb. B PR 111

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1 Rich H PQ 121

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1 Rich H PI 121

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1 Kathy M PI 111

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2 Nancy R PR 111

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2 Nancy R PR 111*

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1 Rich H PR 111

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1 Rich H PR 112

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1 Rich H PI 121

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Laughter

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2 Robt. B PR 111

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2 Robert PR 111

TR 21
TI 122

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1 Linda Bo PR 111

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2 Cindy R PR 111

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2 Susan H PRDUN

TD 111 RB

2 Susan H PR 111

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2 Sue H PR 121

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TQ 111 RA

1 Terry V PR 111

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1 Terry V PR 111

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2 Alan PR 111

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2 Alan PR 111

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1 Dan C PR 111*

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1 Randy F PR 111

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1 Chuck T PR 111

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TQ 111*

1 Sue B PR 111

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2 Sue B PR 111

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2 Sue B PR 111*

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2 Sue B PQ 121

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2 Mike N PR 111

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2 Mike N PR 111

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2 Mike N PR 111

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2 Mike N PR 121

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2 Terry N PR 111

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2 Terry N PR 111

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1 Curt P PR 111

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2 Cindy R PR 111

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2 Cindy R PRMD

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2 Cindy R PR 121

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	2 Judy B PR 111
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	2 Judy B PR 111
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	1 Alan PR 121
TR 22	
TI 121	
	1 Terry N PQ 121
TR 22	
TI 122	
TQ 111	
	2 Cathy E PR 111
TD 22	
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TQ 111	
	2 Cathy E PR 111
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	2 Ginger PR 111
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	2 Ginger PR 111
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	Terry N PR 111
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	2 Diana J PR 111
TR 21	
	2 Diana J PR 111
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	2 Delane PR 111*
TQ 111*	
	2 Rich H PR 111
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TQ 111	
	2 Marilyn PR 111
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	2 Marilyn PR 111
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	2 Nancy A PR 111
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	2 Mary S PR 111
TR 21	
	2 Mary S PR 111
TR 21	
TD 22 Another set	
TD 22 of papers	
TD 22 handed out	
	1 Linda Ba PQ 21
TD 22	
	1 Linda Ba PQ 21
TD 22	
	1 Linda Ba PQ 21
TD 22	
	1 Kathy M PQ 21
TD 22	
	1 Judy B PQ 21
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	1 Judy B PQ 21*
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2 Robbie PR 111
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Bradford's
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2 Maureen M PD 21

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1 Tom J PR 112

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2 Steve S PQ 21

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2 Steve S PR 111

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2 Steve S PR 112

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2 Steve S PR 121

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2 Lois S PR 111

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2 Lois S PR 112

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2 Lois S PR 111

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2 Maureen M PR 121

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2 Michael M PR 121

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1 Bill W PR 121

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1 Mary K PR 121

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1 Mary K PI 121

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2 Janice B PR 111

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2 Jan. B PI 111

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2 Jan. B PR 112

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2 Jan. B PI 111

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1 Jan. B PR 121

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1 Bill W PR 121

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1 Bill W PR 121

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1 Bev R PR 111

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1 Bill W PR 122

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1 Bill W PR 112

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1 Mary K PR 122

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1 Mary K PR 112

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1 Mich. P PR 112

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2 Dennis S PR 111
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2 Dennis S PR 121

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1 Bill W PR 122

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1 Bill W PR 133

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1 Bill W PR 122

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1 Dennis S PR 122

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1 Dennis S PR 122

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TQ 122*

1 Dennis PR 122

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TI 21 Uses map
TD 22 on wall
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TQ 121*

1 Kathy B PR 121

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1 Mich. P PR 111

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1 Mich. P PI 111

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2 Lois S PR 112

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2 Mich. P PNA

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2 Michael PR 121

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2 Michael PR 122

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1 Cindy C PR 122

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1 Cindy C PR 121

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1 Bill W PI 121

TR 21
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TD 22 Passes out
TD 22 sheets
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2 Dennis S PR 31

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2 Dennis PD 32

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2 Bill W PR 112

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2 Bill W PR 122

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1 Marc V PQ 121

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1 Dennis PR 121

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1 Judy F PQ 22

TD 22

1 Maureen PQ 121

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1 Marc PQ 121

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TI 121 writes

1 Cindy PQ 32

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1 Kathy B PR 111

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TQ 111

1 Carol W PR 111*

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1 Dennis S PR 111
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1 Cindy PR 111

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1 Bill W PR 111

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1 Mich. P PR 111

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1 Tom O PR 111

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1 Kathy B PR 111

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TD 22	Discussing
TI 121	story by
TI 121	Hawthorne--
TI 121	"Pine Tree
TI 121	Shillings"
TI 121	
TI 121	
TI 121	
TI 21	
TI 112	
TI 121	
TI 121	
TI 121	
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TI 121	
TI 121	
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	2 Mike B PR 111
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	2 Cindy PR 111
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	2 Cindy PI 111
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	2 Cindy PI 111
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	1 Tom O PR 121*
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	1 Bill W PR 121
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	1 Cindy PQ 121
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	1 Lois S PR 112
	1 Tom J PR 112
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	1 Tom J PD 22
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	1 Robbie G PR 112
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	1 Robbie G PI 121
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	1 Robbie PD 22
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	1 Carol W PR 112
	1 Judy F PI 112
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	1 Judy F PD 22
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	1 Kathy B PR 111
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	1 Dennis PR 121*
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	1 Kathy B PR 111
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	2 John C PI 111
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	2 John C PI 111
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	2 John C PI 111
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	2 John C PI 111
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	1 Mary K PR 112
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	1 Judy F PR 112
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	1 Mike P PR 112
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	1 Beverly PR 121
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	1 Bill W PI 121
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	1 Mary K PI 111
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1 Bill W PR 121

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1 Cindy PR 121

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2 Janice B PR 182

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1 Judy F PI 134

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2 Vickie H PNA

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1 Dennis PQ 22

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1 Bill W PI 121

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1 Kathy F PQ 22

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2 Mike P PR 111

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1 Lois S PR 122

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1 Carol W PR 111

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1 Cindy PR 112*

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1 Cindy PR 112

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1 Bill W PR 122

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2 Linda L PNA

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2 Vickie A PNA

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2 Kathy H PR 122*

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1 Marc PI 112

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2 Kathy H PR 112

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1 Dennis S PI 112

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1 Dennis PI 112

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2 Linda PQ 21

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2 Linda PRMUD

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2 Kathy H PR 112

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Kathy H PI 112*

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1 Mike P PR 112

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TR 31 Kathy H
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TI 112 Johnny
TI 111 Tremain
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2 Mary K PR 111

TI 111

2 Mary K PI 111

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1 Maureen PR 122

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1 Tom PI 112*

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1 Mike P PR 112

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	2 Jan. B PI 111
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	2 Jan. B PI 111
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	1 Mary K PR 133
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	2 Vickie PR 111
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	2 Kathy B PI 111
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	2 Kathy B PI 111
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	1 Mark PR 122

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2 Jo Ann PR 111

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1 Bill W PR 112

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	2 Mark PR 122
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Pupils look up words in dictionary	
TQ 111 RA	
	1 Linda L PR 111
TR 21	
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	1 Carol W PRNOC
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	1 Judy F PR 111
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	1 Mike P PR 111
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	1 Kathy PR 112*
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	1 Kathy PR 112
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	2 Janice B PI 111
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	2 Janice B PI 111
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	2 Janice B PI 111
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	2 Janice B PI 111
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	2 Janice B PI 111
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2 Robbie G PR 111

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2 Lois S PR 111

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1 Bill W PR 112*

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1 Bill A PR 112

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Students read silently

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Still reading

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1 Kathy B PR 112

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1 Mary K PR 112

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1 Mark PR 112

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1 Judy F PR 112

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Judy PR 121

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1 Bill W PI 133

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1 Cindy PR 112

1 Marc PINOC

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2 Marc PR 122

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TI 122
TI 112
TI 112

I 31 PA System

--Tape Ends--

Teacher Pupil

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TD 22
TI 111 RB
TQ 111 RA

2 Bill W PR 111

TR 22
TI 21
TI 121
TD 22
TD 22
TI 111 RB
TQ 111 RA

2 Steve S PR 111

TR 21
TQ 111*

1 Mary PR 111

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TI 112
TI 111 RB
TQ 111 RA

2 Mike B PR 111

TR 21
TI 111 RB
TI 121
TQ 111 RA

1 Judy F PR 111

TR 21
TI 111
TI 111 RB
TQ 111 RA

1 Mary PR 111

TR 21

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TQ 112

1 Mary PR 112

TQ 121

1 Mary PR 121

TR 21
TI 112

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TQ 111

1 Mary PR 111*

TI 112
TQ 112

1 Mike PR 112

TR 21
TI 112
TD 22
TD 22

1 Judy F PQ 122

TR 112

1 Judy F PI 112

TQ 21

Judy PI 112

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TI 122
TD 22
TI 21
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TI 121
TI 121

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TI 121
TD 22
TD 22
TD 22
TD 22
TI 21
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TI 121
TI 121
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TI 112
TI 112
TD 22
TI 112
TD 22 Reading
TD 22 assignment
TD 22
TD 22
TD 22
TD 22

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STOP 2

Students continue working

TD 22
TD 22
TD 22
TQ 111 RT

1 Bill PR 111

TQ 111

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2 Maureen PR 111

TQ 111

2 Debbie PR 111

TQ 111

2 Kathy B PR 111

TQ 111

2 Kathy H PR 111

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2 Michael PR 111

TR 21
TQ 111

PR 111

TR 21
TD 22
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TD 22
TD 22
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TD 22

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TD 22
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TD 22	
TD 22	
TD 22	

STOP 3

Students work on assignment

STOP 4

Students work until
--Bell--

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TD 22	
TD 22	
TI 21	
TI 111 RT	
TI 111	
TQ 21	
TI 111	
TQ 21	
Pupils take test	
TD 22	
Still on test	
TD 22	
TD 22	
STOP 1	
TI 21 discuss test	
TQ 112	
	Boy PR 112
TR 21	
TQ 112	
	PR 112
TR 21	
TQ 112	
	PR 112
TR 21	
TQ 112	
	PR 112
TR 21	
TI 121	
TI 121	
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TI 121	
TQ 112	
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	PR 112*
TR 22	
TQ 112*	
	PR 112
TR 21	
TQ 112	
	Doug PR 112
TR 21	
TQ 112	
	Michael PRNOC
TQ 112*	
	Nick PR 112
TR 21	
TQ 112	
	PR 112
TR 21	
TQ 112	
	PR 112
TR 21	
TI 121	
TI 122	
TI 122	
TQ 112	
	PR 112*
TR 21	
TR 22	
TQ 112*	
	PR 112
TR 21	
TQ 112	
	Don PR 112
TR 21	
TQ 112	
	Gary PR 112
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TI 112	
TQ 112	
	PR 112
TR 21	
TQ 112	
	Mark PR 112
TR 21	
TQ 112	
	Mike PR 112
TR 21	
TQ 21	
TI 21	
TD 22	
TD 22	
TI 111 RH	
TI 21	
TI 111	
TI 21	
TI 111	
TI 21	
	1 Boy PQ 22
TD 22	
STOP 2	
TD 22	
TD 22	
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TI 112	
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	2 Fred R PR 112
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TI 121	
TI 121 writes	
TQ 121	
	2 Judy A PR 121
TR 21	
TQ 121	

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TR 21	
TQ 121	
	2 Mark M PQ 121
TR 21	
TI 121	
TI 121	
TQ 121	
	1 Fred PR 121
TR 21	
TI 122	
TI 121	
TQ 21	
TI 121	
TI 121	
TI 122	
TI 121	
TI 122	
TI 122	
TI 122	
TI 121	
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TI 111 RB	
TI 112	
TI 121	
TD 22	
TD 22	
TQ 121	
	Jim S PR 111*
TQ 121	
	Jim S PR 121*
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TD 22	
TQ 111	
	2 Jim PR 111
TQ 112	
	2 Jim PR 112*
TR 22	
TI 121	
TI 121	
TQ 121	
	2 Jim PR 121
TR 21	
TQ 121	
	2 Jim PR 121
TR 21	
TI 121	
TI 111 writes	
TI 121	
TQ 121	
	2 Georgia PR 121
TR 21	
TI 121	
TQ 121	
	2 Nick PR 121
TR 21	
TQ 121	
	2 Karen PR 121
TR 21	
TI 121	
TQ 121	
	2 Gary PR 121
TR 21	
TQ 121	
	2 Mike PR 121
TR 21	
TQ 121	
	2 Mike PR 121
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	2 Gary PR 121
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	2 Gary PR 121
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	2 Don R PR 121
TR 21	
TQ 121	
	2 Jim C PR 121
TR 21	
TQ 121	
	2 Linda PR 121*
TR 21	
TR 22	
TQ 121*	
	2 Linda PR 121
TR 21	
TI 121	
TQ 121	
	2 Chuck PR 121
TR 21	
TQ 121	
	2 Mark PR 121
TR 21	
TQ 121	
	2 Jim C PR 121
TR 21	
TQ 121	
	2 Jack G PR 121
TR 21	
TQ 121	
	2 Jack G PR 121
TR 21	
TQ 121	
	2 Jim PNA
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	2 Jim A PR 121
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	2 Jim A PR 111-R

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2 Chuck PR 121

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TI 121
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TI 121
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TQ 121

2 Judy A PR 121

TR 21
TQ 121

2 Judy A PR 121

TR 21
TI 122
TI 122
TQ 121

1 Jim C PR 121

TR 21
TQ 121

2 Trudy B PR 121

TR 21
TI 121
TQ 121

2 Nick S PR 121

TR 21
TQ 121

2 Gary W PNA

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2 Gary W PR 121

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2 Gary PR 121

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2 Don R PR 121

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2 Karen PR 121

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1 Linda PR 121*

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1 Fred R PR 121

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1 Mark M PR 121

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2 Trudy B PR 121

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2 Judy A PR 121

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2 Jim A PR 121

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2 Jim A PR 121

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1 Fred R PQ 121

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TI 121
TQ 121

2 Linda PR 121*

TQ 121*

2 Linda PR 121

TR 21
TQ 121

2 Jack G PR 121*

TR 111 R

2 Jack G PR 121

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TQ 121

2 Don R PR 121

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2 Karen PR 121

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1 Gary W PR 121

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2 Georgia PR 121

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2 Jim S PR 121

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2 Jim PR 121

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2 Jim PR 121

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2 Karen T PR 121

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1 Mike M PR 121

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TQ 121

2 Jim C PR 121

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TQ 121

2 Nick PR 121

TR 21
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2 Trudy PR 121

TR 21
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2 Chuck K PR 121

TR 21
TQ 121

2 Linda H PR 121

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Gary W PR 121

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2 Mike C PNA*

TQ 121*

2 Mike PR 121*

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TQ 121*

2 Mike PR 121

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TD 22
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2 Jim PR 121

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TI 121
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2 Don R PR 121*

TQ 121

2 Don R PR 121

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TQ 121

2 Don PR 121

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TQ 121

1 Mike H PR 121
PI 121*
PI 121*

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1 Linda PR 121

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2 Fred R PNA*

TQ 121*

2 Jim C PNA*

TQ 121*

1 Mike M PQ 21

TQ 121*

1 Chuck PR 121

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TI 121
TI 121
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TI 122
TI 121
TD 22
TI 111
TQ 121

2 Judy A PNA*

TD 22
TQ 121*

2 Jack G PR 121

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TD 22
TD 22
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Class works on assignment to end of class

--Bell--

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1 Gary P PR 121

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1 Linda PR 121

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1 Gloria PR 121

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1 Nick PR 121

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1 Fred PR 121

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1 Janice PR 121

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TQ 121

1 Chuck PR 121

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1 Cathy PQ 21

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1 Cathy PR 121

TR 21
TQ 121

2 Mark PR 121

TR 21
TQ 121

1 Mike PR 121

TR 21
TQ 121

1 Jim A PR 121

TR 21
TQ 121

1 Jim C PR 121

TR 21
TQ 121

1 Judy PR 121

TR 21
TQ 121

Teacher Pupil

1 Diana PR 121

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1 Jack G PR 121

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2 Karen PR 121

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1 Gary W PR 121

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1 Gary PR 111

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1 Don R PR 121

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1 Linda H PR 121

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1 Nick S PR 121

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1 Jim S PR 121

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1 Diane W PR 121

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TQ 121

1 Fred R PR 121

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TQ 121

1 Chuck PR 121

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1 Chuck PR 121

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1 Mike M PR 121

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1 Jim A PR I21

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1 Cathy W PR 121

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TQ 121

1 Janice T PR 121

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1 Karen T PR 121

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1 Nick PR 121

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1 Jim C PR 121

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1 Don R PR 121

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1 Chuck PR 121

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1 Georgia PR 121

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1 Jack G PR 121

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1 Fred R PR 121

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1 Nick S PR 121

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1 Mark M PR 121

TR 21
TQ 121

1 Judy A PR 121

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1 Gary P PR 121

TR 21
TQ 121

1 Gary W PR 121

TR 21
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1 Dianne W PR 121

TR 21
TQ 121

1 Jim A PR 121

TR 21
TQ 121

1 Jim C PR 121

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Teacher Pupil

1 Mike M PR 121*

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1 Mike M PR 121

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TQ 121

1 Mike M PR 121

TR 21
TQ 121

1 Don R PR 121

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1 Karen T PR 121

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TQ 121

1 Janice T PR 121*

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1 Janice T PR 121*

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1 Janice PR 121

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1 Janice PNA*

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1 Janice PR 121

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1 Janice PR 121

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1 Janice PR 121*

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1 Janice PR 121

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1 Mark M PR 121

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1 Jim C PR 121

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1 Linda H PR 121

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1 Gary P PR 121

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1 Gary P PR 121

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1 Don R PR 121

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	1 Fred R PR 121
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	1 Don 6 PR 112
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TQ 112	
	1 Jack G PRNOC*
TR 22	
	1 Mike M PRNOC
TR 21	
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	1 Jim C PR 112
TR 21	
TR 112	
TR 112	
TR 112	
TR 112	
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	1 Jim A PR 121
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TQ 121	
	1 Jim C PR 121
TR 21	
TQ 121	
	1 Georgia PR 121
TR 21	
TQ 121	
	2 Mark PQ 21
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	2 Mark PR 121
TR 21	
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	2 Mark PR 121
TR 21	
TQ 121	
	2 Mark PR 121
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TQ 121	
	2 Diana W PR 121
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	2 Diana PRMUD
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	2 Diana PR 121
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	2 Janice PR 121*
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	2 Janice PR 121
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	2 Janice PR 121
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	2 Janice PR 121
TR 21	
TQ 121	
	2 Chuck K PR 121
TR 21	
TQ 121	
	2 Chuck K PR 121
TR 21	
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	2 Jack G PR 121
TR 21	
TQ 121	
	2 Jack G PR 121
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	2 Jack G PR 121
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	2 Jack G PR 121
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	2 Cathy A✓ PR 121
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	2 Jim A PR 121
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	2 Linda H PR 121
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	2 Nick S PR 121
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	2 Mark M PR 121
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TQ 122	
	2 Mark PR 122
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TQ 121	
	2 Jim S PR 121
TR 21	
TQ 121	
	2 Gary W PR 121
TR 21	
TQ 121	
	2 Gary W PR 121
TR 21	
TQ 121	
	1 Don R PR 121
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	2 Gary P PR 121*
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	2 Gary P PR 121
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	2 Gary W PR 121
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	2 Mike PR 121
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	2 Chuck PR 121
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	2 Chuck PR 121
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	2 Chuck PR 121
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	2 Jim A PR 121
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	1 Karen PR 121
TI 121	
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TD 22	
	1 Jim A PQ 22
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	2 Chuck K PQ 22
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	1 Jim C PQ 22
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Pupils do homework	
--Bell--	

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1 Boy PQ 111

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TD 22

Pupils still working

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2 Dorothy PR 111 RA

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1 Don PR 111

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2 Dianne PR 111*

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2 Dianne PR 112

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2 Dianne PR 121*

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2 Dianne PR 121

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2 Nick PR 111

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2 Mark M PR 111*

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2 Mark M PR 111

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2 Mark PR 121

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2 Mark PR 121*

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2 Mark PD 21

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TQ 121*

2 Mark PQ 121

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2 Mark PQ 121

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2 Gary W PR 111

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2 Jim S PR 111

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2 Judy A PR 111*

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2 Judy A PR 121

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2 Judy A PR 121

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2 Judy A PR 121*

TQ 121*

2 Jack G PR 121*

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2 Jack G PR 121*

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2 Jack G PR 111

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1 Don R PR 121

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TQ 121

1 Don R PR 121

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TI 112

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TQ 111

2 Chuck PR 111*

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2 Chuck PR 111

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2 Cathy C PR 111

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2 Linda H PR 111

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2 Janice T PR 111

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2 Gary P PR 111

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2 Gary P PR 121

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2 Jim A PR 111*

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2 Jim A PR 121*

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2 Jim A PR 121

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2 Jim A PR 121*

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2 Jim A PRDUN

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2 Jim A PRDUN

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2 Trudy PR 121

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2 Jim PR 121

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2 Jim PR 121

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1 Jack G PR 111

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1 Dianne W PR 111

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1 Don R PR 111

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2 Mark M PR 111

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2 Mark PR 121

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2 Mark PR 121

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2 Nick S PR 111

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1 Jim A PI 21

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Jim A PR 121*

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Jim A PR 121*

TQ 121*

1 Fred R PR 121

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TR 21
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TI 121
TQ 121

1 Jack G PR 121

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1 Georgia PR 121

TR 21
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1 Georgia PR 121

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2 Dianne PR 121

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	1 Jack PR 121
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	1 Jack PR 121
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	1 Jack G PR 121*
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	1 Don R PR 121
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	1 Gary P PR 121

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	1 Nick S PR 121
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	2 Mike M PQ 22
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	1 Jim S Mike M PR 121
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Pupils do homework	
--Bell--	

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2 Mark PR 121

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2 Mark PR 121*

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1 Boy PR 121*

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1 Boy PR 121

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TI 122
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TD 22
TQ 121

2 Dianne PR 121*

TR 22

2 Dianne PR 121*

TR 22

2 Dianne PR 121

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TI 121
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1 Trudy B PR 121

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2 Gary W PQ 21

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2 Gary W PRMUD*

TQ 121*

2 Gary W PNA*

TQ 121*

2 Don R PR 121

TR 21
TD 22
TQ 121

2 Janice T PR 121

TR 21
TI 121
TI 121
TQ 121

2 Mike M PR 121

TR 21
TQ 121

2 Mike M PNA*

TQ 121

2 Gary P PR 121

TR 21
TI 121
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TI 21
TI 121
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TQ 121

1 Mike H PR 121

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1 Mike PR 121

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1 Mike PR 121

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2 Fred PNA*

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2 Mike M PR 121*

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2 Mike PQ 22

TQ 121*

2 Chuck PR 121

TR 21
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2 Nick S PR 121*

TR 22
TQ 121*

1 Trudy B PR 121

TR 21
TQ 121*

1 Mark M PR 121

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1 Jim A PR 121*

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1 Jim PR 121

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TI 121 writes
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2 Karen PR 121*

TQ 121*

2 Karen PR 121

TR 21
TI 121
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2 Karen PR 121

TR 21
TQ 121

1 Fred PR 121

TR 21
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2 Fred R PR 121

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2 Fred PR 21

TQ 121

2 Fred PR 121*

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2 Fred PR 121

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1 Mike H PR 121

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1 Mike M PR 121

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1 Mike M PR 121

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1 Judy PR 121

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1 Nick S PR 122

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2 Georgia PR 122

TR 21
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2 Georgia PR 122*

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2 Georgia PR 112*

TR 22
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TQ 112*

1 Cathy PR 112

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1 Cathy PR 112

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TI 121
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1 Linda H PR 122

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1 Karen T PR 122

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1 Diane W PR 122

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1 Cathy C PR 122

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Gary PR 122

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2 Don R PR 122*

TR 21
TQ 122*

2 Don R PR 122*

TQ 121

2 Don R PNA

TR 121
TI 111
TQ 122

1 Jack G PR 122

TR 21
TI 111
TQ 122

1 Jim A PR 122

TR 21
TR 32 To Jim A.
TQ 32
TI 111
TQ 122

1 Gary W PR 122

TR 21
TI 111
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1 Jack G PR 122

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1 Janice T PR 122

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1 Georgia PR 122

TR 21
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TQ 122

1 Nick S PR 122

TR 21
TI 111
TQ 122

2 Fred R PR 122

TR 21+
TD 22
TD 22
TI 111

1 Linda PQ 22

TD 22
TD 22
TD 22
TD 31
TD 22
TI 32
TR 32 class

class does homework

STOP 4

class does homework

--Bell--

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TI 111 RB	
TQ 111 RA	
	1 Trudy PR 111*
TQ 21	
	1 Trudy PR 121*
TQ 121*	
	1 Don R PR 121
TR 21	
TQ 122	
	Don R PR 121
TQ 122	
	Don R PR 122
TQ 112	
	Don R PR 112
TR 21	
TI 111 RB	
TQ 111 RA	
	1 Diana W PR 111*
TQ 21	
	1 Diana W PR 121*
TR 22	
TI 121	
TI 111 RB	
TQ 111 RA	
	1 Linda H PR 111*
TQ 121*	
	1 Mike M PR 121
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	1 Mike M PR 122
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	1 Georgia PR 111*
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	1 Georgia PR 122
TQ 121	
	1 Georgia PR 121*
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	1 Georgia PR 121
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TQ 121	
	Georgia PR 121
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TQ 121	
	Georgia PR 121
TR 21	
TI 121	
TI 111 RB	
TQ 111 RA	
	2 Mark M PR 111*
TQ 122	
	2 Mark M PR 122*
TQ 21	
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	2 Mark M PR 122*
TD 22	
	2 Mark M PR 121*
TD 22	
	2 Mark PR 112
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	2 Mark PR 121
TQ 121	
	2 Mark PNA*
TQ 121*	
	1 Gary W PR 121
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TI 121	
TI 121	
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	2 Karen T PR 111*
TQ 111 RB	
	Karen PR 111
TQ 121	
	2 Karen PR 121
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TQ 121	
	2 Karen PR 121
TR 21	
TI 121	
TI 111	
TQ 111 RA	
	2 Cathy C PR 111
TR 21	
TI 111 RB	
TQ 111 RA	
	2 Jim C PR 111*
TQ 111 RB	
	2 Jim C PR 111
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	2 Jim C PR 121
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	2 Jim C PR 121*
TR 21*	
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	2 Janice PR 111
TR 21	

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TQ 111 RA

2 Jim S PR 111*

TQ 121*

2 Jack G PR 121

TR 21
TI 111 RB
TQ 111 RA

2 Chuck K PR 111*

TQ 111 RB

2 Chuck PR 111

TI 121
TQ 121

2 Chuck PR 121

TR 21
TR 31
TI 111
TQ 111 RA

2 Linda H PR 111*

TI 111 RB
TQ 121

2 Mike M PR 121

TQ 121

2 Mike M PR 121

TR 21
TI 111
TQ 111 RA

2 Nick S PR 111

TR 21

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2 Nick S PR 121

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2 Nick PR 121

TR 21+
TI 111 RB
TI 111 RA
TI 111 RA
TI 111 RB
TQ 111 RA

2 Diana PR 111

TR 21

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TI 111 RA
TI 111 RB
TQ 111 RA

1 Mark PR 111

TR 21
TI 121
TI 121
TI 111 RB
TQ 111 RA

2 Jack G PR 111*

TR 22
TQ 121

1 Mike H PR 121

TR 21
TQ 122

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1 Mike H PR 122

TR 21
TQ 112

1 Mike H PNA*

TQ 112*

2 Nick S PR 112

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2 Linda H PR 121

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2 Linda H PR 122*

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2 Linda H PR 122

TR 21
TI 112

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TQ 121

2 Jim A PR 121*

TR 112
TQ 121

2 Jim A PR 121

TQ 122

2 Jim A PR 122

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TQ 121

2 Georgia PR 121

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2 Georgia PR 122

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2 Fred R PR 121

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TQ 122

2 Fred PR 122

TR 21
TQ 122

1 Don R PR 122

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TI 111
TQ 121

2 Nick PR 121

TR 21
TI 111
TQ 121

2 Gary W PR 121

TQ 121

2 Gary PR 121*

TQ 21

2 Gary PR 121

TR 21
TQ 121

2 Gary PR 121

TR 21
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TQ 121

1 Don R PR 121

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2 Don R PR 122

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TI 111
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1 Mike H PI 21
PR 121

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2 Mike H PR 122

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TI 111
TQ 121

2 Trudy PR 121

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2 Trudy PR 122

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2 Trudy PR 121

TD 22

2 Trudy PR 121

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TI 111
TQ 121

2 Mike M PR 121

TR 21+
TI 111
TQ 121

2 Gary P PR 122

TR 21
TI 111
TQ 121

2 Chuck PR 122

TQ 122

2 Chuck PR 122*
PI 122

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2 Chuck PR 122*

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1 Karen PR 121

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1 Karen PRNOC

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1 Karen PR 122

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TI 111
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1 Mark PR 121

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2 Nick PR 122

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1 Jim A PR 121

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1 Jim PR 122*

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1 Jim PR 122

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TI 111
TQ 121

2 Fred PR 121

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TQ 121

2 Jim S PR 121

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2 Cathy C PR 121

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TQ 122

2 Cathy C PR 122

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2 Cathy C PNA*

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2 Cathy PR 121

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2 Cathy PI 21

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2 Cathy PNA*

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2 Mike M PR 121

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	2 Gary P PR 121
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	2 Jack G PR 121
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	2 Jack G PR 122
TR 21+	
TD 32	
TI 32	
TD 32	
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TI 121	
TI 121	
TI 121	
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	2 Fred PR 121*
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	2 Fred PR 121
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	2 Jim A PR 121
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TI 133	
TQ 121	
	2 Jim C PR 121
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TI 133	
TI 133	
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TI 111 Story of	
TD 22 Edison	
TD 22	
	2 Jack PR 111
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TD 22	
	2 Jack PR 111
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	2 Jack PI 111
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	2 Gary PI 111
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TD 22	
	2 Gary PI 111
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	2 Jim C PI 111
TI 111	
TI 121	
	2 Jim C PI 111
TI 111	
	2 Jim C PI 111
TI 111	
TI 121	
	2 Jim C PI 111
TI 111	
TI 121	
	2 Jim C PI 111
TI 111	
	2 Jim C PI 111
TI 111	

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	2 Jim C PI 111
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	2 Jim C PI 111
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	2 Jim C PI 111
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	2 Fred PI 111
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	2 Fred PI 111*
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	2 Fred PR 111
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	2 Fred PI 111

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Teacher	Pupil
TD 22	
	2 Fred PI 111
TI 111	
	2 Fred PI 111
TQ 122	
TI 111	
TQ 122	
	2 Jim C PR 122*
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TQ 122*	
	1 Jim S PR 122*
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TQ 122*	
	1 Nick PR 122
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TD 22	
	2 Jim A PI 111
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	2 Jim A PI 111
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	2 Jim A PI 111
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	2 Jim A PI 111
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	2 Linda H PI 111
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	2 Linda PI 111

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	2 Linda H PI 111*
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	2 Linda PI 111
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	2 Linda PI 111
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	2 Linda PI 111
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	2 Linda PI 111
TI 111	
	2 Linda PI 111
TI 111	
	2 Linda PI 111
TI 111	
	2 Linda PI 111
TI 121	
	2 Linda PI 111
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	2 Linda PI 111*
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	2 Linda PI 111
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TD 22	
	2 Linda PI 21
TD 22	

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	2 Linda PI 111
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TI 121	
	2 Linda PI 111
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	2 Linda PR 121

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	2 Mike M PR 121*
TR 22	
	2 Jim C PR 121*
TR 22	
	2 Jim C PR 121
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	2 Linda PI 111
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2 Nick PR 121

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2 Donita PR 122

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1 Carol PR 122*

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2 Janice R PD 21

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TI 122

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TI 111 writes
TI 21
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Robin PR 121

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Leslie PR 121

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1 Janice PR 121

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2 Nick G PR 112

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1 Carol S PR 121

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1 Leslie PR 121

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2 Polly PRMUD

1 Nick PR 121

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1 Nick PR 121

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Nick PR 121

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Nick PI 121

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1 Carol PR 121

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1 Nick PI 112

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1 Nick PI 112

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1 Leslie M PQ 121

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1 Leslie M PQ 121

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1 Nick G PQ 121

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1 Nick G PQ 121

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1 Nick G PQ 121

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1 Nick PQNOC

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Carol PQ 121

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TD 22 Gives
TD 22 assignment
TI 21
TD 22
TD 22
TD 22
TI 111 RB

--End--

Teacher Pupil

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Teacher Pupil

(First part of
class not on
tape)

STOP 1

1 Nick PQ 121

TR 121 Using
TI 121 projector
TI 122 with
TI 122 lecture
TI 121
TI 121
TI 121
TI 121
TI 112
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1 Nick PQ 121

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1 Nick PQ 22
PI 181

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PI 121

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TI 121

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TI 121
TR 33 Joe T.
TI 121
TI 121
TI 121
TI 121
TI 121
TI 121

1 Joe T PQ 121

TR 121

1 Joe T PI 112

Class laughter

TI 121
TI 121
TI 21
TI 121
TI 121
TI 121 Lights
TI 112 on

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TD 22
TI 21
TR 32 Class
TI 21
TQ 121

2 Kathy V PNA

TQ 121

2 Joe T PR 121

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TI 121
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TI 121

1 Joe PQ 121

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TI 21
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TI 121
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TD 22 Nick

Class snickers

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TR 32 Nick
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1 Leslie PQ 121

TR 121

1 Nick PQ 122

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1 Nick PI 121

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TI 122
TR 32 Nick
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1 Nick PI 121

Class interrupts

TQ 21

1 Nick PD 22

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1 Nick PI 121
PI 122

TI 121

Class reacts

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1 Nick PI 121

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1 Nick PI 122

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TI 112
TI 121

1 Joe T PQ 121

TR 121

Class laughter

TI 121

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1 Christy PQ 122

TR 122
TI 121
TI 21
TI 112
TI 121

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TI 121
TI 121
TI 121 writes
TI 121
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TI 121 writes

1 Steve M PQNOC

TR 121

1 Tod PQ 121

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TI 121

1 Leslie PQ 121

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TI 121
TI 121
TI 121
TI 121 writes
TI 121
TI 121
TI 121
TD 22 Joe T.
TI 121
TI 121
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TI 133

1 Carol PI 21
PI 121

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1 Nick PQ 121

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TI 121

1 Tod PQ 121

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1 Tod PQ 121

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1 Tod PI 121

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1 Leslie PQ 121

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TI 112

1 Leslie PQ 121

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TI 121
TI 121

1 Janice PQ 121

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1 Nick PQ 121

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TD 32
TD 32
TD 32
TQ 21

Gregg PQNOC

TI 21
TR 32 Bill

Bill PR 31

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TI 121 Last
TI 121 night's
TI 121 TV show
TI 121 about
TD 22 Ulysses
TI 121
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TI 121 Using map
TI 122 on wall
TI 121
TI 121
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TQ 181

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2 Nick PR 181
PI 121
PQ 121

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1 Carol PI 21
PI 121

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1 Leslie PQ 121

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TD 22 Back to
TD 22 books
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TQ 121

1 Joyce B PR 121

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2 Leslie H PR 112

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1 Nick PI 112

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TQ 112

1 Nick PR 112

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1 Nick PR 112

TR 21
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TI 112
TI 112
TI 112
TI 112
TQ 112

2 Janice PR 112
PI 112
PI 112
PI 112

TR 21
TQ 112

1 Nick PQ 121

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1 Carol PQNOC

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TI 111 RB
TI 121
TI 21 Reads
TI 111 from
TI 122 Edith
TI 111 Hamilton
TI 121
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TQ 112

2 Belinda PR 112

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TR 21	
TQ 111	
	2 Sylvia PRMUD
TQ 111	
	2 Sylvia PR 111
TQ 121	
	2 Sylvia PR 121
TQ 121	
	2 Sylvia PR 121*
TQ 22	
	2 Sylvia PR 121
TR 21	
TI 122	
TI 122	
TI 122	
TQ 111	
	2 Jean S PR 111
TR 21	
TQ 111	
	1 Jack D PR 111
TR 21	
TQ 111	
	2 Dennis PNA
TQ 111*	
Page 11	
	2 Dennis PR 111*
TQ 22	
	Dennis PR 111
TR 21	
TQ 121	
	2 Dennis PR 121*
TR 22	
TQ 121	
	2 Dennis PRMUD
TR 22	
TI 121	
TI 121	
TQ 111	
	2 Steve P PR 111
TR 21	
TQ 111	
	2 Roberta PR 111
TR 21	
TQ 111	
	2 Linda V PR 111
TR 21	
TQ 111	
	2 Glenn PR 111
TR 21	
TQ 111	
	2 Jeanne PR 111*
TR 22	
TI 112	
TI 121	
TI 121	
TI 121	
TQ 111	
Page 12	
	2 Rich S PR 111*
TQ 22	
	2 Rich S PR 111
TQ 22	
	2 Rich S PR 111
TR 21	
TQ 111	
	2 Sylvia PR 111*
TQ 22	
	2 Sylvia PR 111*
TQ 22	

934-2

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
	2 Sylvia PR 111						
TR 21 TQ 111							
	2 Beth PR 111						
TR 21 TQ 111							
	2 Jean S PR 111						
TR 21 TQ 111							
	2 Regina PR 111						
TR 21 TQ 111							
	2 Marcia PR 111*						
TQ 22							
	2 Marcia PR 111						
TR 21 TQ 111							
	2 Marilyn PR 111						
TR 21							
—Bell—							

934-3

Teacher Pupil

Page 1

TD 22
TR 32 Jack D
TD 22
TR 32 Jack D
TD 22
TQ 111 RA

2 Terry PR 111

TR 21
TQ 111

2 Marilyn PRMUD

TR 32 Marilyn

1 Marilyn PQ 22

TD 22

1 Marilyn PR 111

TQ 22

2 Marilyn PR 111

TR 21
TQ 121

2 Marilyn PR 121*

TQ 121

2 Marilyn PR 121

TR 21
TQ 111

2 Dave W PR 111

TQ 111

2 Mike S PR 111

TR 21
TQ 111

Teacher Pupil

2 Bill W PR 111

TR 21
TQ 111

Page 2

2 Dave B PR 111

TR 21
TQ 111

2 Dennis C PRMUD

TQ 111*

2 Rich S PNA

TD 22

2 Rich PR 111*

TQ 22

2 Rich PR 111

TQ 22

2 Rich PR 111

TQ 121

2 Rich PR 121

TQ 121

2 Rich PR 121

TR 21
TD 22
Another homework exercise

1 Sylvia PQ 22

TD 22
TQ 111

Teacher Pupil

2 Linda PR 111

TR 21
TQ 111

2 Roberta PR 111

TR 21
TQ 121

2 Roberta PR 111

TR 21
TQ 111

2 Linda PR 111

TR 21

Page 3

TQ 111

2 John O PR 111

TR 21
TQ 111

2 Dale PR 111

TR 21
TQ 121

2 Dale PR 111

TR 21
TQ 111

2 Beth PR 111

TR 21
TQ 121

2 Beth PR 121

TR 21
TQ 111

Teacher Pupil

2 Ron M PR 111

TR 21
TI 121
TQ 111

1 Jack D PR 111*

TI 21
TI 121
TI 122
TI 121
TI 121
TI 121
TI 121
TQ 111*

2 Jack D PR 111

TR 21
TQ 111

2 Sylvia PR 111

TR 21
TQ 111

2 Regina PR 111

TQ 121

Page 4

2 Regina PR 121*

TQ 22

2 Regina PR 121*

TQ 22
TQ 121*

1 Jack D PI 121
2 Sylvia PR 121

TR 21
TQ 111

Teacher	Pupil
	2 Glenn PR 111
TR 21	
TQ 111	
	2 Judy PR 111
TR 21	
TQ 121	
TD 22	
	2 Judy PR 121
TR 21	
TI 112	
TQ 111	
	2 Dennis PR 111
TQ 121	
	2 Dennis PR 121
TR 21	
TQ 111	
	2 Mike PR 111
TR 21	
TQ 111	
	2 Terry PR 111*
TQ 22	
TQ 121	
TQ 121	
2 Terry	PR 121
TI 121	
TQ 111*	
	2 Terry PR 121
Page 5	
TR 21	
TQ 111	
	2 Dave W PR 111
TR 21	
TQ 111	
2 Joanne W PR 111*	
TD 22	
2 Jeanne	PR 111
TR 21	
TQ 121	
	2 Jeanne PR 121
TR 21	
TQ 111	
	2 Tony R PR 111
TR 21	
TI 112	
TQ 111	
	2 Marcia PR 111
TR 21	
TQ 111	
2 Marilyn PR 111	
TQ 22	
2 Marilyn PR 111	
TQ 121	
2 Marilyn PR 121	
TR 21	
TI 121	
TQ 22	
TQ 111	
	2 Dennis PQ 22
TD 22	
STOP 1	
Page 6	
	2 Dennis PR 111
TQ 111	
	2 Dave PR 111
TR 21	
TQ 111	
	2 Linda PR 111
TQ 121	
	2 Bill W TQ 22
TD 22	
	2 Bill PNA
TQ 121*	
	2 Bill PR 121
TR 21	
TQ 111	
	2 Ron M PR 111
TR 21	
TQ 111	
2 Marilyn PI 21	
TQ 111*	
2 Marilyn PR 111	
TR 21	
TQ 111	
	2 Beth PR 111
TR 21	
TQ 111	
	2 Jean PD 22
TD 22	
	2 Jean PD 22
	Page 7
TD 22	
TD 22	
TQ 31	
	2 Jean S PD 32
TR 21	
TQ 22	
TD 22	
	1 Tony R PQ 22
TD 22	
TD 22	
TQ 111	
	2 Sylvia PR 111
TR 21	
	2 Bill W PR 111 PI 21
TQ 111*	
2 Bill	PR 111*
TI 121	
TD 22	
	2 Bill PR 111*
TD 22	
	2 Bill PR 111

Teacher	Pupil
TR 21	
TI 121	
TQ 111	
	2 Bill PR 111
TR 21	
TQ 111	
	2 Mike S PR 111*
TR 111	
TQ 111	
	2 Mike PR 111
TR 21	
TQ 111	
	2 Terry PR 111
Page 8	
TR 21	
TQ 111	
TD 22	
	2 Dennis PR 111
TR 21	
TQ 111	
	2 Dave PR 111
TR 21	
TQ 111	
	2 Jeanne PRMUD
TQ 121	
	2 Jeanne PR 121
TQ 121	
	2 Jeanne PR 121
TQ 121	
	2 Jeanne PR 121*
TR 22	
TI 121	
TQ 121	
	2 Jeanne PR 121
TR 21	
TI 121	
TQ 111	
	2 Rich S PR 111
TR 21	
TQ 111	
	2 Dale PR 111
TQ 111	
	2 John O PR 111*
TR 22	
	2 John O PR 111
TD 22	
TQ 121	
TQ 121	
Page 9	
	2 John O PR 121
TR 21	
TQ 121	
	2 John O PR 121
TR 21	
TQ 111	
	2 John O PR 111
TR 21	
TQ 111	
	2 John O PR 111
TR 21	
TQ 111	
	2 Judy PR 111
TR 21	
TQ 111	
	2 Judy PR 111
TR 21	
TQ 111	
	2 Bill S PQ 22
TD 22	
	2 Bill S PR 111
TR 21	
TQ 111	
	2 Jack PR 111
TR 21	
TQ 111	
	2 Don B PR 111
TR 21	
TQ 111	
	2 Don B PR 111
TR 21	
TQ 111	
	2 Don B PR 111
TR 21	
TQ 111	
	2 Don B PR 111
TR 21	
TQ 111	
Page 10	
	2 Regina F PR 111
TR 21	
TQ 111	
	2 Marcia PR 111
TR 21	
TQ 111	
	2 Ron PR 111
TR 21	
TQ 111	
	2 Tony R PRMUD
TQ 22	
	2 Tony R PR 111
TR 21	
TQ 111	
	2 Rich S PR 111
TR 21	
TQ 111	
	2 Dale PR 111*
TQ 22	
	2 Dale PR 111
TR 21	
TQ 121	
	2 Dale PR 121
TR 21	
TQ 121	
	2 Roberta PR 121
TQ 121	

Teacher Pupil

2 Jack D PR 121*

Page 11

TQ 121*

2 Don B PR 121

TR 21
TI 121
TQ 121

2 Steve P PNA

TQ 121

2 Steve PR 121

TQ 121

2 Steve PR 121

TR 21
TQ 121

2 Jean S PR 121

TR 21
TI 121
TQ 111

2 Mike PR 111

TR 21
TD 22
TR 21+ class
TQ 111

2 Sylvia PR 111

TR 21
TQ 111

2 Jack D PRMUD

TR 32 Jack

Teacher Pupil

2 Jack PQ 22
PR 111

TR 21
TQ 111

2 Don B PR 111

Page 12

TR 21
TI 112

STOP 2

TQ 111

2 Judy PR 111

TR 21
TQ 111

2 John PR 111

TR 21
TQ 111

2 Dale PR 111

TR 21
TQ 111

2 Rich PR 111

TR 21
TQ 111

2 Jeanne W PR 111

TR 21
TQ 111

2 Glenn PR 111

TR 21
TQ 111

Teacher Pupil

2 Linda PR 111*

TQ 22

2 Linda PR 111

TR 21
TI 121
TQ 111

Page 13

2 Marcia S PR 111

TR 21
TQ 111

2 Regina PR 111

TR 21
TQ 111

2 Don B PNA

TD 22
TQ 111*

2 Don B PR 111

TR 21
TQ 111

2 Jack D PR 111

TR 21
TQ 111

2 Sylvia PR 111

TR 21
TQ 111

2 Jean PR 111

TR 21
TQ 111

2 Dennis C PNA

Teacher Pupil

TR 32 Dennis C
TQ 22
TD 32
TR 111
TQ 111

2 Dave W PR 111

TR 21

2 Dennis PQ 22

TD 22
TQ 111

2 Terry W PNA

TR 111
TQ 111

2 Linda PR 111

TR 21
TQ 111

Page 14

2 Linda V PR 111

TR 21
TQ 111

2 Roberta PR 111

TR 21
TQ 111

2 Bill S PR 111

TR 21
TQ 111

2 Mike S PR 111

TR 21
TQ 111

2 Jack PR 111*

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Teacher	Pupil
TQ 111*	
	2 Don PR 111
TR 21	
TQ 111	
	2 Jean S PR 111
TR 21	
TQ 111	
	2 Beth PR 111
TR 21	
TQ 111	
	2 Marilyn PR 111
TR 21	
TQ 111	
	2 Ron PR 111
TR 21	
TQ 111	
	2 Tony PR 111
TR 21	
TQ 121	
	2 Tony PR 121*
TR 22	
TQ 121	
	2 Tony PR 121*
TQ 121*	
Page 15	
	2 Tony PR 121
TR 21	
TQ 121	
	2 Tony PR 121
TR 21	
TQ 111	
	2 Judy PR 111
TR 21	
TQ 111	
	2 John PR 111*
TR 22	
TQ 22	
	2 John PR 111
TR 21	
TQ 111	
	2 Don PR 111
TR 21	
TQ 111	
	2 Jean PR 111
TR 21	
TQ 111	
	2 Mike PR 111*
TR 22	
TI 112	
TI 112	
	2 Mike PR 111
TR 21	
TQ 111	
	2 Dave PR 111
TR 21	
TQ 111	
	2 Dennis C PR 111*
TQ 111*	
Page 16	
	2 Jack D PR 111
TR 21	
TD 22	
TD 22	
TR 31+	
TD 22	
TD 22	
TD 22	
TD 22	
Gives reading assignment--Pupils read silently	
TR 32	Jack
Reading	
TR 32	Jack
Reading	
TR 32	Jack
	2 Jack PD 31
TD 22	
Reading	
TR 32	Dennis
STOP 3	
	1 Jack D PI 22
TD 22	
TD 32	Marilyn
	1 Marilyn PR 31
Page 17	
Reading	
	1 Marilyn PQ 22
TD 22	
STOP 4	
TD 22	
-- End --	

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Teacher Pupil

Page 1

TD 32

Steve P PQ 32

TD 32
TD 32
TD 32
TR 32 Class
TD 22
TR 32 Class
TD 32
TR 32 Beth
TD 22
TR 32 Richard
TD 22
TD 22
TI 21
TD 22
TR 32 Richard
TD 32
TR 32 Don
TD 22
TD 22
TD 22
TQ 21

Questions handed out on reading assignment

Page 2

1 Bill W PQ 31

TQ 31

1 Bill W PD 32

TD 22
TD 22
TR 32 Class

1 Jean S PQ 22

Teacher Pupil

TD 22
TQ 31

Pupils working

TD 22
TD 22
TI 112
TD 22
TI 111 RT
TD 22
TD 22
TD 22
TI 111
TI 121
TD 22

Pupils working

Page 3

STOP 1

Pupils working

Absentees filter in, get to work

STOP 2

TD 22
TD 22
TD 22
TD 32 Test on
TI 32 principal
TD 22 parts of
TD 22 verbs
TD 22
TD 22
TD 22

Teacher Pupil

TD 22
TD 22
TD 22

1 Dennis PQ 22

TD 22
TD 22
TD 22

Pupils work on test

Page 4

TD 22
TD 22

1 Bill W PR 31

TR 31

Pupils working

TQ 22
TD 22
TD 22
TI 32

--Bell--

Teacher Pupil

Teacher Pupil

Page 1

TI 32
TQ 112

2 MargaretM PR 112

TQ 112

2 MargaretM PR 112*

TR 22
TI 112
TQ 112

2 Ron M PR 112

TR 21
TI 112
TD 22
TI 121
TI 121
TI 121

1 Tony R PQ 22

TD 22
TI 121
TI 121
TI 121 Oral
TD 22 review
TD 22
TD 22
TD 22

1 Marcia PQ 22

Page 2

TD 22
TI 21
TI 21
TI 121
TI 21
TQ 112

2 Rich PNA

Teacher Pupil

TR 32

2 Rich PR 31

TR 32
TQ 112*

2 Ron M PR 112*

TR 22
TQ 112*

2 Ron M PR 112

TR 21
TD 22
TQ 112

2 Marcia PR 112*

TR 22

2 Marcia PI 21

TR 112

2 Marcia PR 112

TR 21
TD 22
TI 112
TQ 112

2 MarilynB PQ 22

Page 3

TQ 112

2 MarilynB PR 112

TR 21
TQ 112

2 MarilynB PR 112

TR 22

Teacher Pupil

TD 22

2 MarilynB PI 21

TI 112

2 MarilynB PR 112

TI 112

2 MarilynB PR 112

TR 21
TI 21
TI 112
TQ 112

CNA

TQ 112*

2 Jean S PR 112*

TR 21
TD 22
TQ 112*

2 Jean S PR 112*

TR 22

2 Jean S PR 112*

TR 22
TI 21
TI 112

2 Jean S PR 112

TR 21
TI 112

2 Jean S PR 112

Page 4

TR 21

Teacher Pupil

TI 121
TI 112
TI 112
TI 21
TI 21
TI 121
TI 121
TI 121
TQ 112

1 Dave W PR 112

TR 21
TQ 121

1 Dave W PQ 22

TD 22
TI 121

1 Dave W PR 121

TR 21

1 Dave W PR 121

TR 21
TI 121
TI 121
TI 121
TQ 121

2 Dave W PR 121

TR 21
TQ 112

2 Dave W PR 121

TR 21+
TQ 121

2 Dennis C PNA

Page 5

TQ 112

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Teacher	Pupil
TI 112	
	2 Dennis C PR 112
TR 21	
TQ 121*	
TI 121	
	2 Dennis C PR 121
TI 121	
	2 Dennis C PR 121*
TR 22	
TI 112	
	2 Dennis C PR 121
TR 21	
TI 121	
TQ 121	
	2 Dennis C PQ 22
TD 22	
	2 Dennis C PR 121
TR 21	
	2 Dennis C PR 121
TI 21	
	2 Dennis C PR 121*
TR 22	
TI 112	
	2 Dennis C PR 121
TR 21	
TI 21	
TQ 112	
TI 112	
TQ 112*	
	2 Jean S PNA
Page 6	
TI 112	
TQ 112	
	2 Jean S PR 112
TR 21	
TI 21	
TI 112	
TI 121	
TI 21	
STOP 1	
TI 121 Board	
TI 121	
TI 121	
TI 121	
TI 121	
TR 32	Steve
TI 21 writes	
TD 22	
TQ 121	
	2 Terry W PR 121
TR 21	
TQ 121	
	2 Terry W PR 121
TR 21	
TQ 121	
	2 MargaretM PNA
TQ 112	
Page 7	
	2 Marg. M PQ 22
TQ 112*	
	2 Marg. M PR 112*
	Class laughter
TR 22	
	2 Marg. M PR 112*
TQ 112	
	2 Marg. M PR 112
TR 21	
TI 121	
TR 32	Class
	2 Marg. M PR 121
TR 21	
TQ 121	
	2 Marg. M PR 121
TI 121	
	2 Marg. M PR 121
TR 21	
TI 112	
TR 32	Dennis C
	2 Dennis C PR 31
TD 32	
TQ 121	
	2 Dale G PR 121
TR 21	
TQ 121	
	2 Dale G PR 121
Page 8	
TR 21	
	2 Dale G PR 121
TI 121	
	2 Dale G PR 121
TR 21	
	2 Dale G PR 121
TI 121	
	2 Dale G PR 121
TI 121	
	2 Dale G PR 121
TR 21	
TQ 121	
	2 Ron M PR 121*
TD 22	
TI 112	
	2 Ron M PQ 22
TD 22	
	2 Ron M PR 121
TR 21	
	2 Ron M PR 121
TR 21	
	2 Ron M PR 121
TR 21	
TQ 121	
	2 Beth PQ 22
TD 22	
TD 22	
TR 32	Class

Teacher Pupil

Page 9

TD 22

2 Beth PR 121

TR 21

2 Beth PR 121

TR 21
TQ 121
TR 32

1 Rick S PR 32

TR 32
TQ 121*

2 Regina PR 121

TR 21

2 Regina PR 121

TR 21

2 Regina PR 121*

TR 22
TI 112

2 Regina PR 121*

TR 22
TI 121
TI 112
TQ 121

2 Regina PR 121*

TI 121

2 Regina PR 121

TQ 112

2 Regina PR 112

Teacher Pupil

Page 10

TI 112

2 Regina PR 112

TR 21
TQ 112

2 Dave W PR 112

TR 21
TI 112
TQ 112

2 Dave W PRMUD

TI 112

2 Dave W PR 112*

TR 21
TI 112

2 Dave W PR 112

TI 112

2 Dave W PR 112

TR 21
TD 22
TD 22
TD 22
TD 22
TD 22
TD 22
TD 22

Page 11

TD 22
TD 22
TR 32 Class
TI 32
TR 32 Dennis
TD 22

Teacher Pupil

1 MarilynB PD 22

TD 22
TD 22
TR 32 Richard

1 Tony R PD 22

TD 22
TD 22
TD 22
TD 32

seat work begins

STOP 2

TR 32 Class

Pupils working

TD 22

Page 12

Pupils working

TD 32

2 Marilyn PI 31
PI 31

TD 32

2 Marilyn PQ 32
1 Jean S PR 32-

TQ 112

2 Bill W PR 112

Pupils working

STOP 3

Teacher Pupil

TR 32 Class
TD 22
TD 22
TR 32 Class

Page 13

Pupils working

TR 32 Class

Pupils working

TD 22
TD 22
TQ 111 RB

2 Sylvia PR 111

TQ 111

2 Don B PR 111

Reading aloud from literature books

Page 14

TR 21
TQ 111

2 Regina PR 111

TI 111
TQ 111

2 Regina PR 111

TR 21
TQ 111

2 Marilyn PNA

TQ 111

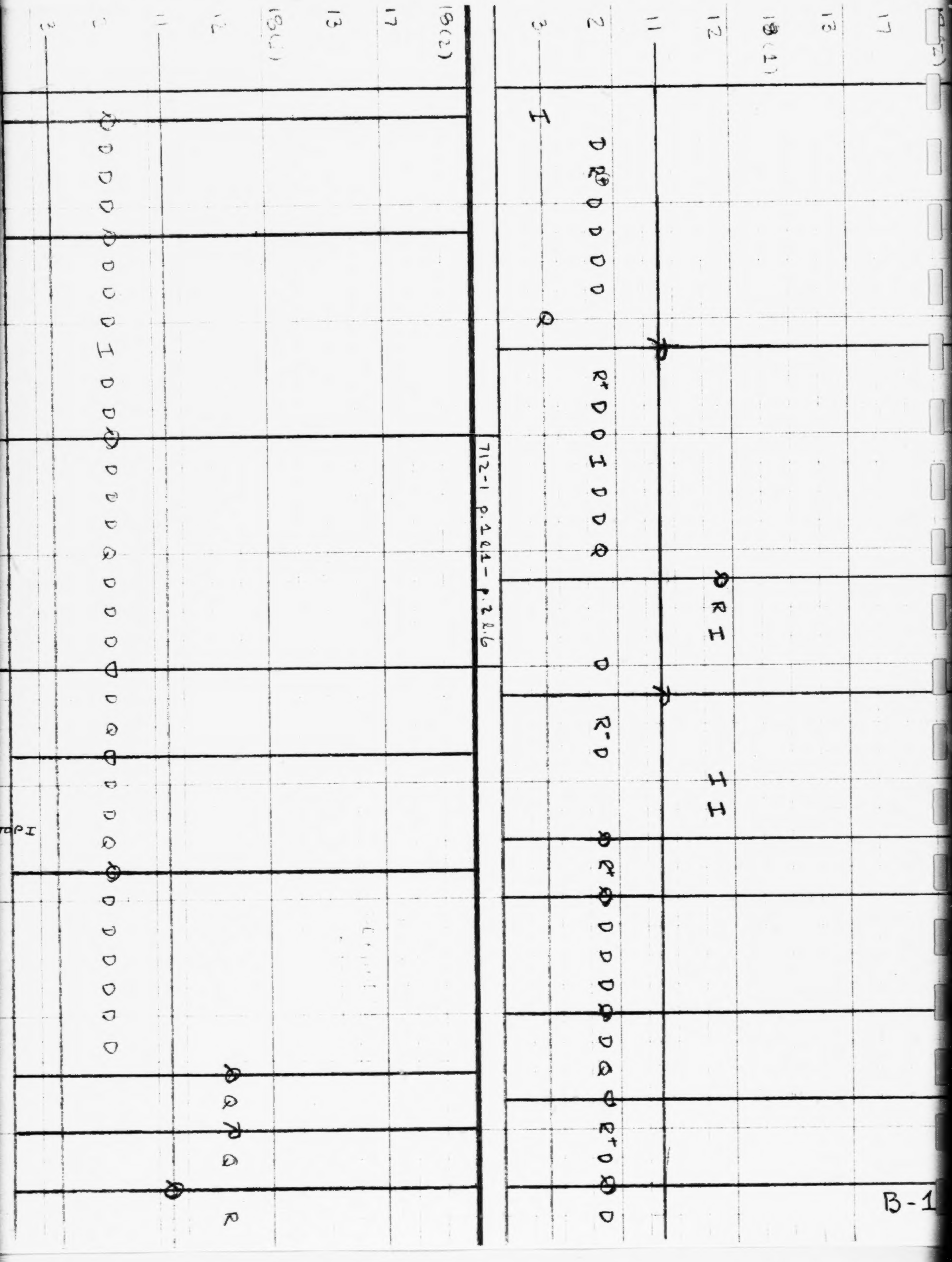
2 Beth PR 111*

TD 22

934-5

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
Page 15							
	2 Beth PR 111						
TI 111							
	2 Beth PR 111						
TI 111							
	2 Beth PR 111						
TR 21 TQ 111							
	2 Rich S PQ 22						
TQ 111							
	2 Dale G PR 111						
Page 16							
TR 21 TI 112 TQ 112 TD 22							
	1 Don B PR 112						
TR 21 TQ 112							
	1 Don B PR 112						
TQ 112							
	1 Don B PR 112						
TQ 112							
	--Bell--						
TD 22							

APPENDIX B: GRAPHS COMPILED FROM CODING SHEETS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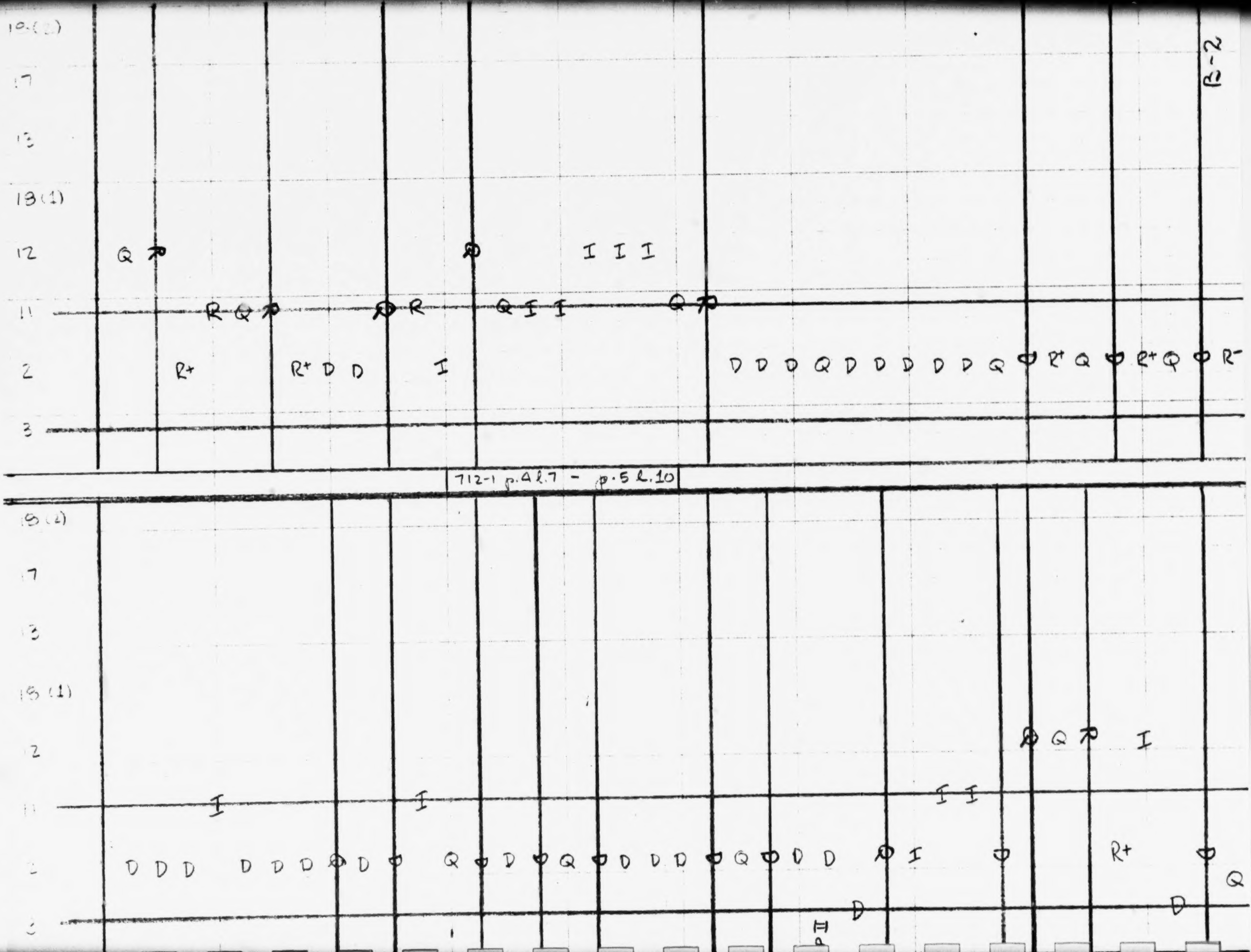
17
13
18(1)
12
11
2
3
I
Q
R
RI
II
D
R+
R-
712-1 p.2.2.1– p.2.2.6
18(2)
17
13
18(1)
12
11
2
3
STOP I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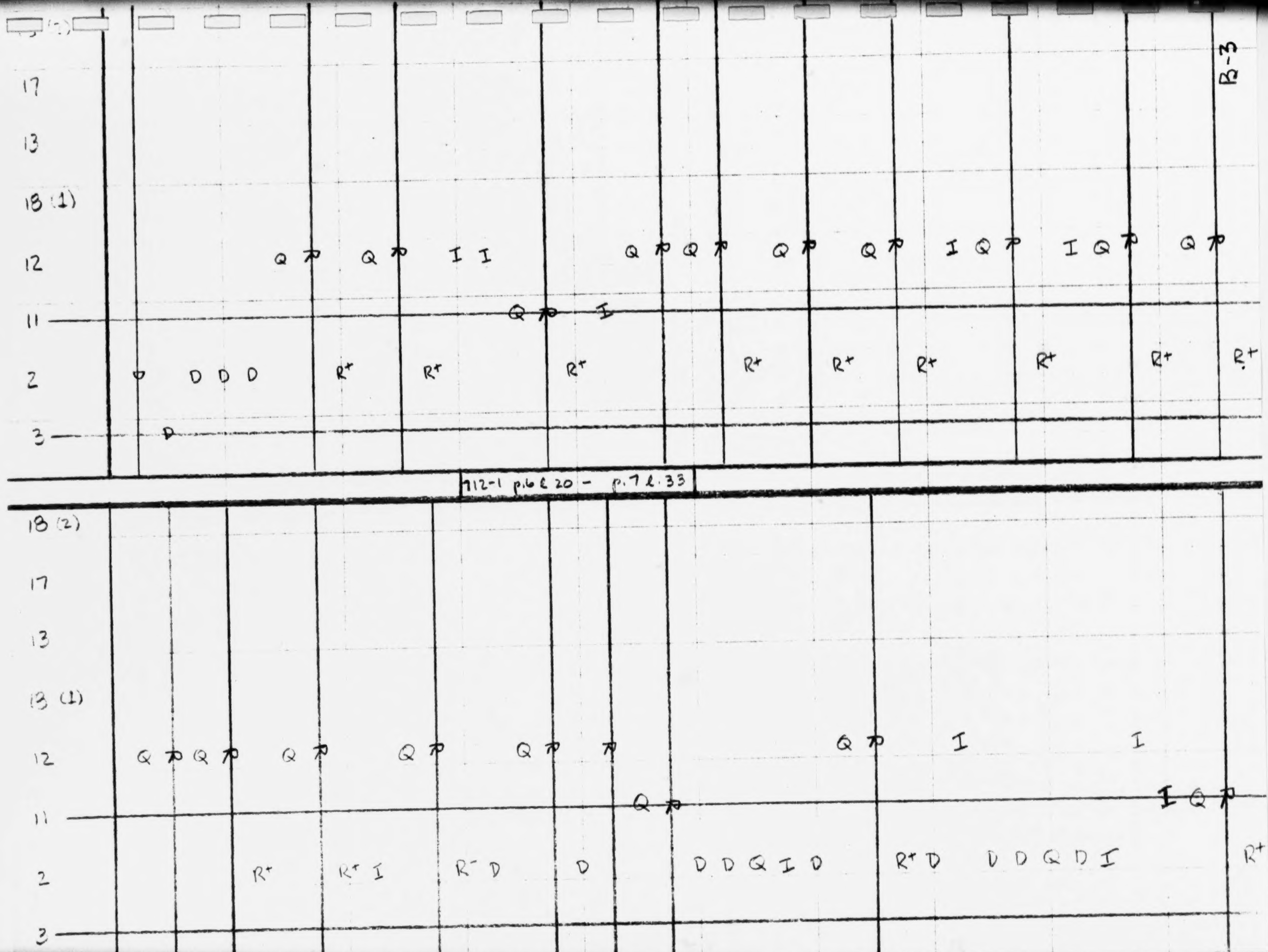
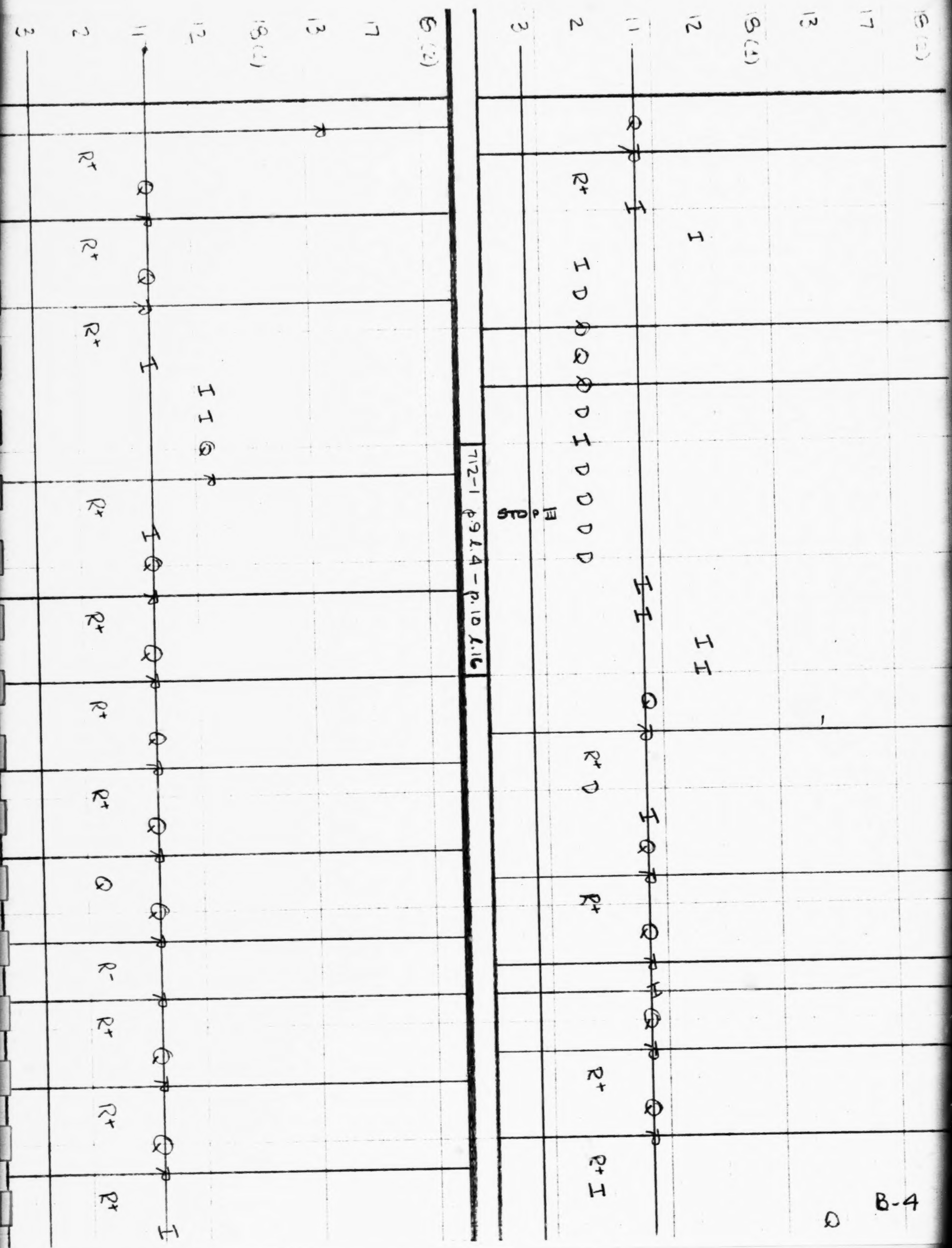
17
13
13(1)
12
11
2
3
Q R
R Q R
R+
R+ D D
R R
I
R
Q I I
I I I
Q R
D D D Q D D D D D Q
R+ Q
R+ Q
R-
712-1 p.4 l.7 - p.5 l.10
19(2)
17
13
13(1)
12
11
2
3
I
I
D D D D D D D D
Q D Q D D D D Q D D
I
I I
R Q R I
R+
D
D
Q

B-3


17
13
18 (1)
12
11
2
3
Q P Q P I I
Q P I
Q P Q P Q P Q P I Q P I Q P Q P
D D D D
D
R+ R+ R+ R+ R+ R+ R+ R+ R+
712-1 p.6 l.20 - p.7 l.33
18 (2)
17
13
13 (1)
12
11
2
3
Q P Q P Q P Q P Q P P
Q P I I
Q P
I Q P
R+ R+ I R- D D D D Q I D R+ D D D Q D I R+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S(1)
12
11
2
3
6(2)
17
13
S(1)
12
11
2
3
712-1 p.9 l.4 – p.10 l.16
STOP III
Q
R
I
R+
I
I
D
Q
D
I
D
D
D
D
I
I
II
Q
R+
D
R+
R+
R+ I
R+
Q
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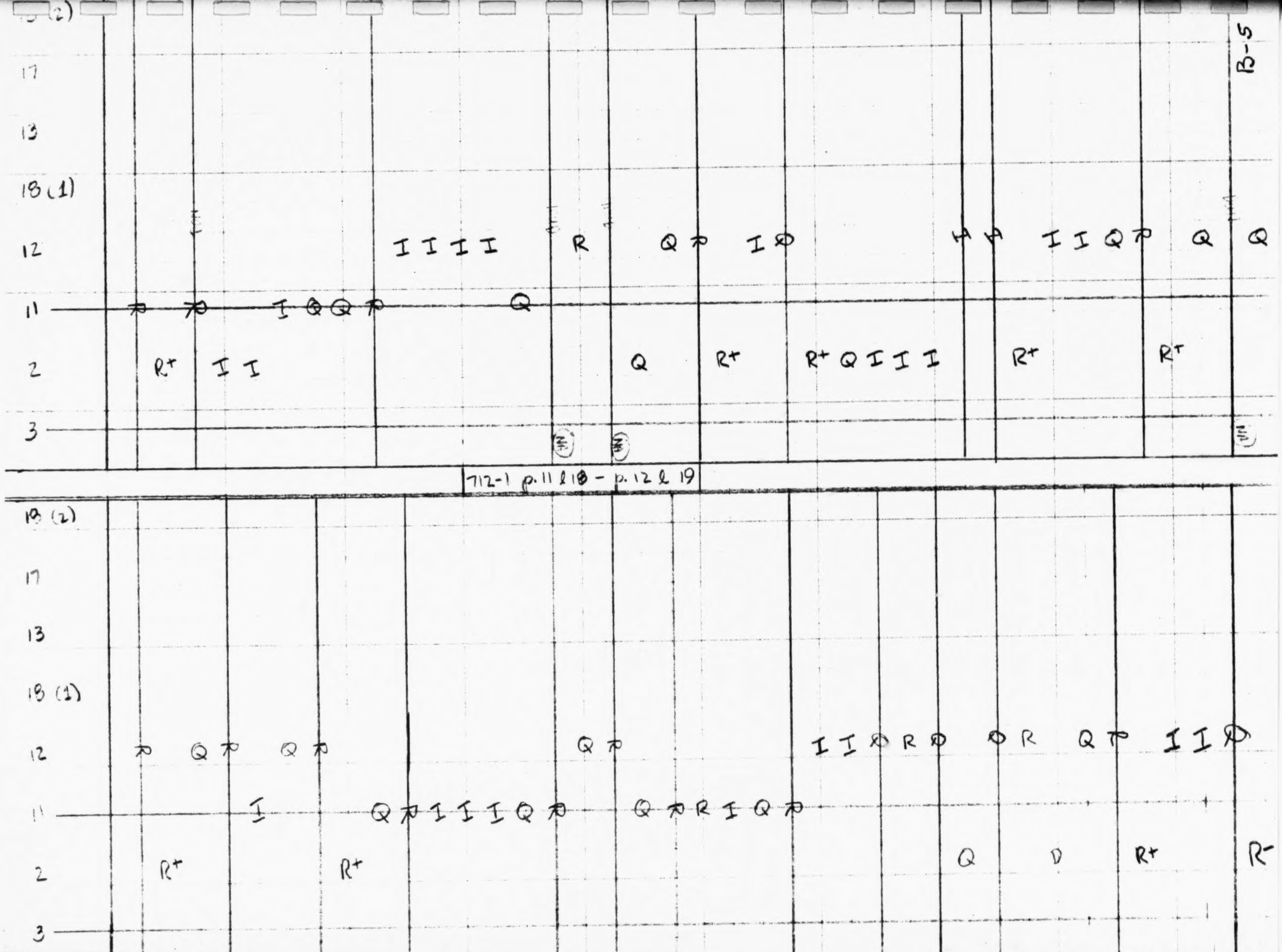
R+
R+
I
I
Q
Q
I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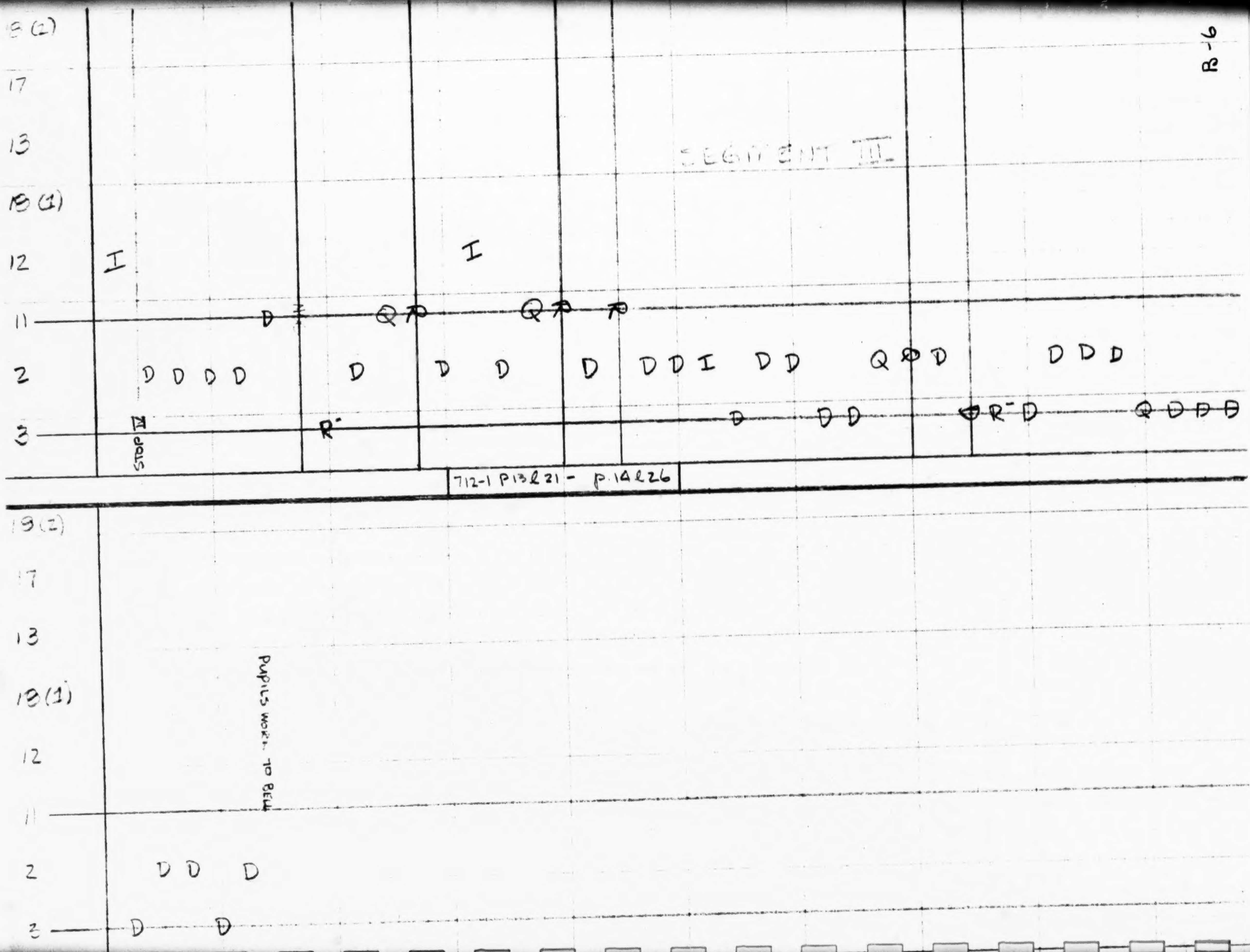
17
13
18 (1)
12
I I I I R Q R I Q H H I I Q R Q Q
11
R R I Q Q R Q
2
R+ I I Q R+ R+ Q I I I R+ R+
3
18 (2)
17
13
18 (1)
12
R Q R Q R Q R I I Q R Q Q R Q R I I Q
11
I Q R I I I Q R Q R R I Q R
2
R+ R+ Q D R+ R-
3

712-1 p. 11 l 18 - p. 12 l 19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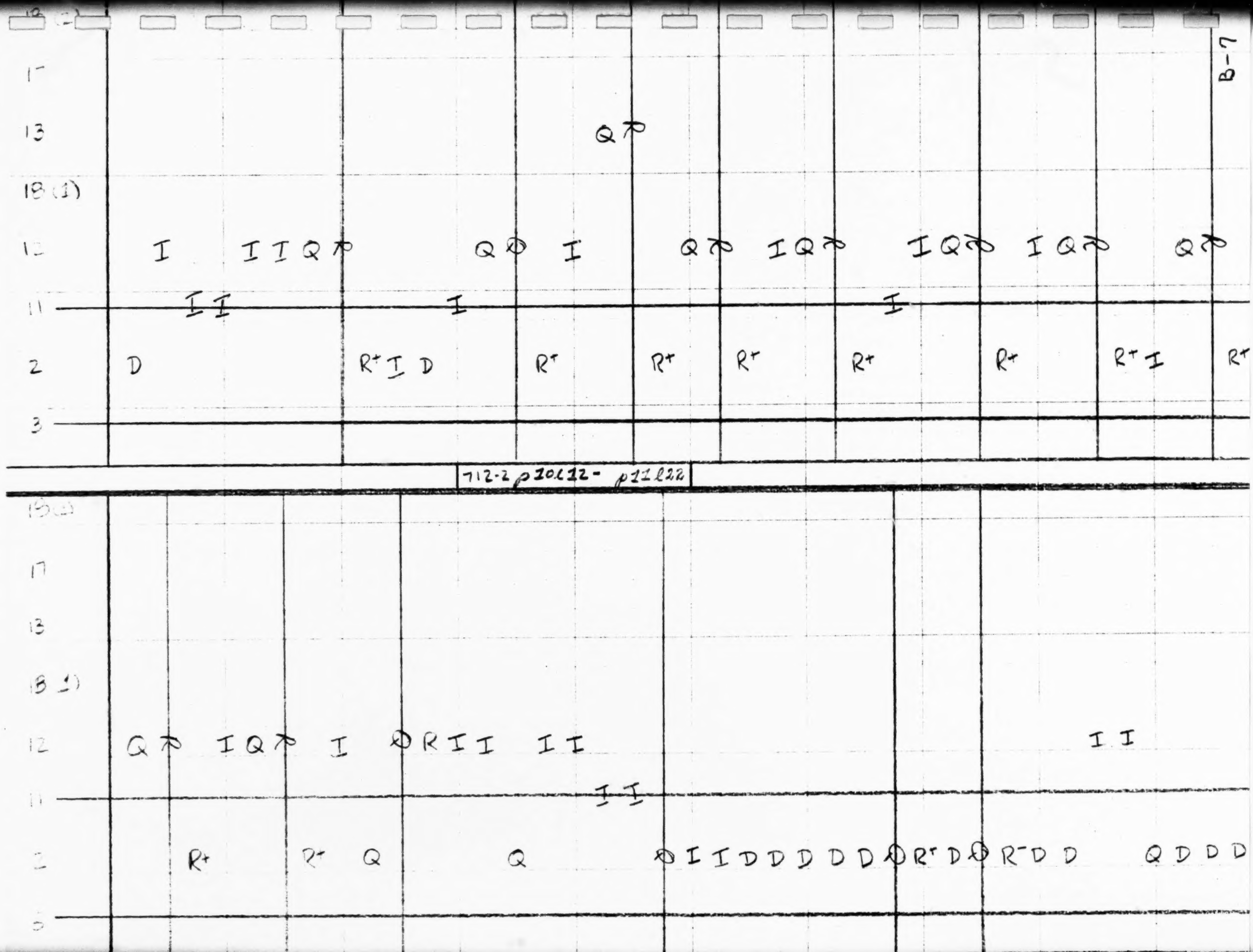
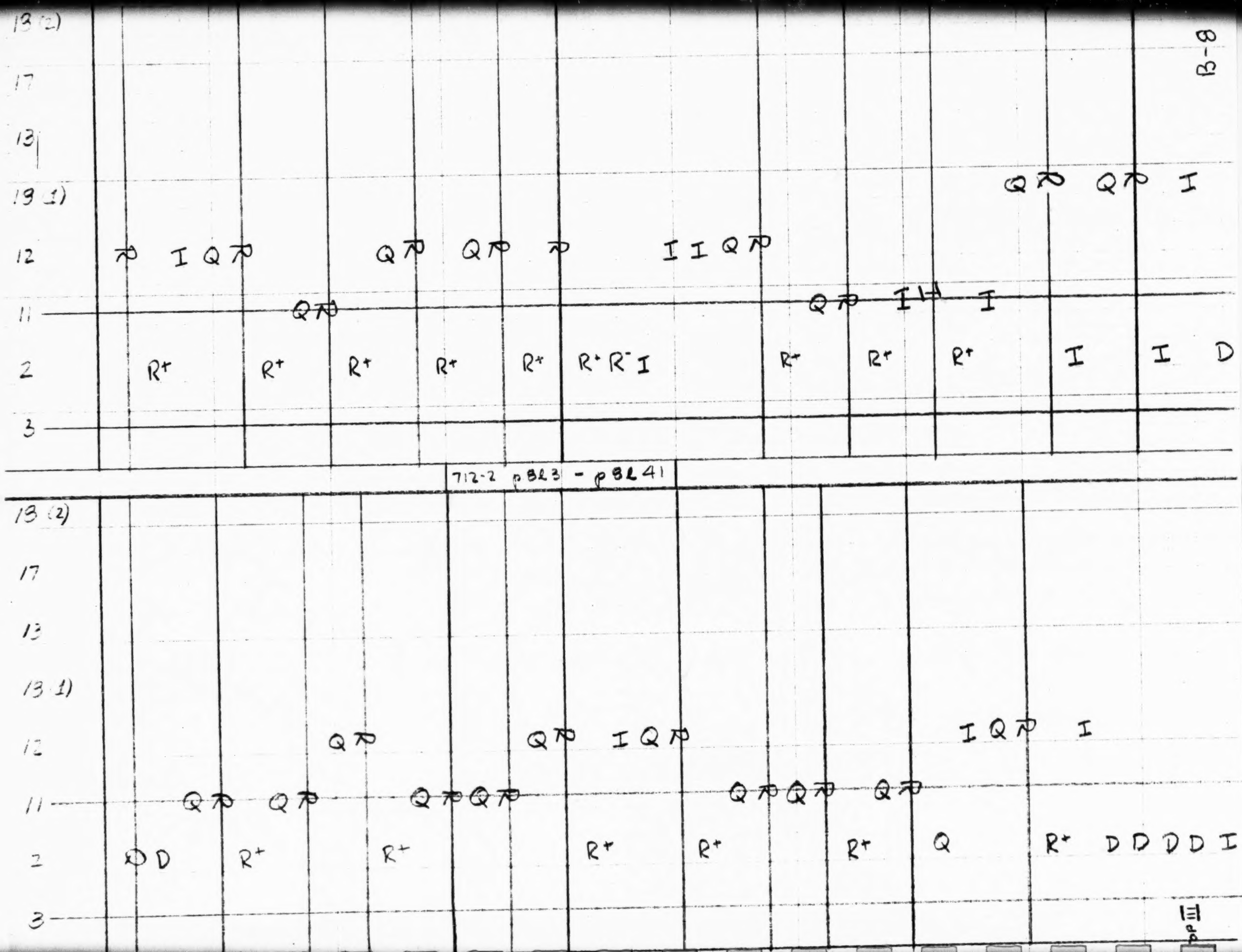
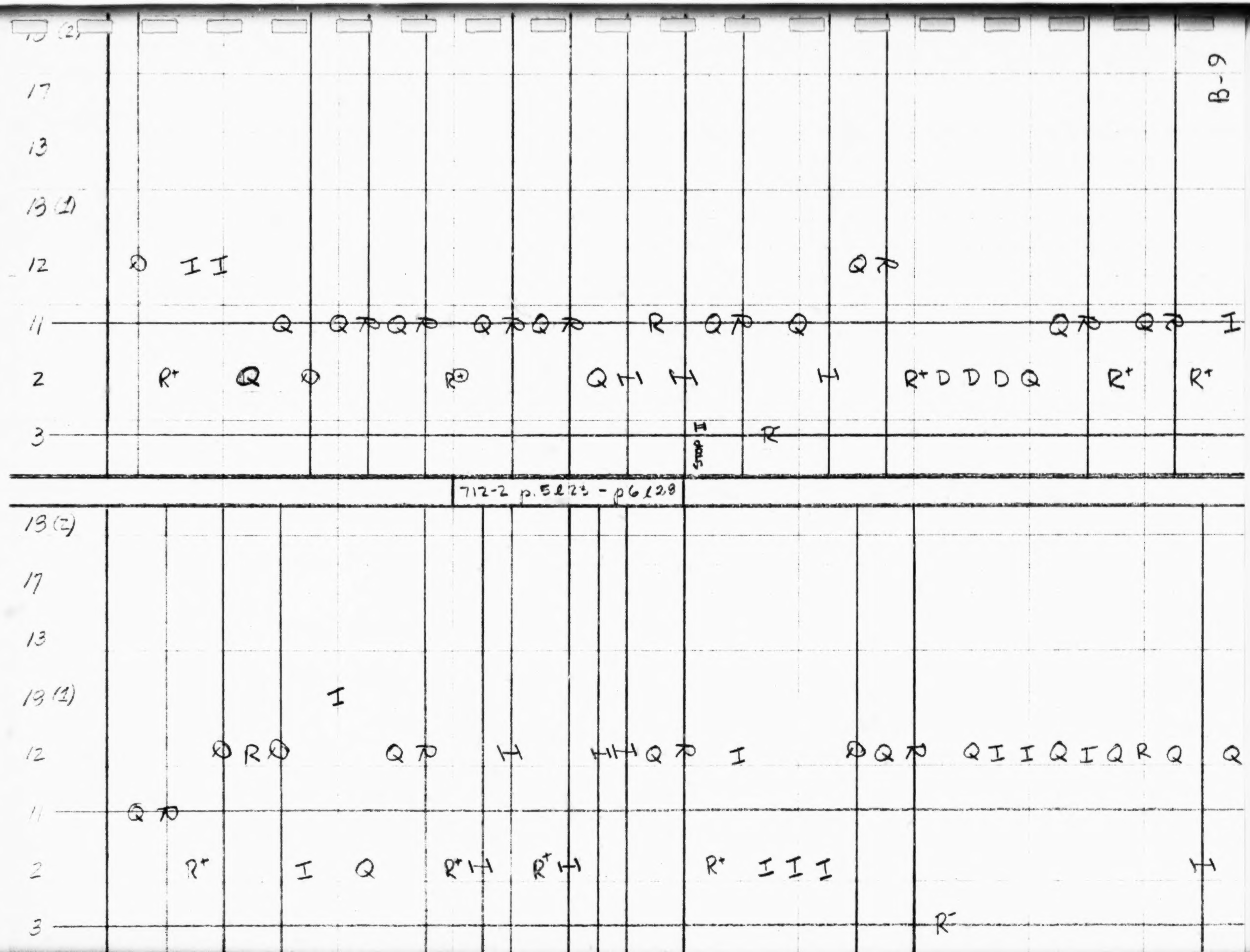
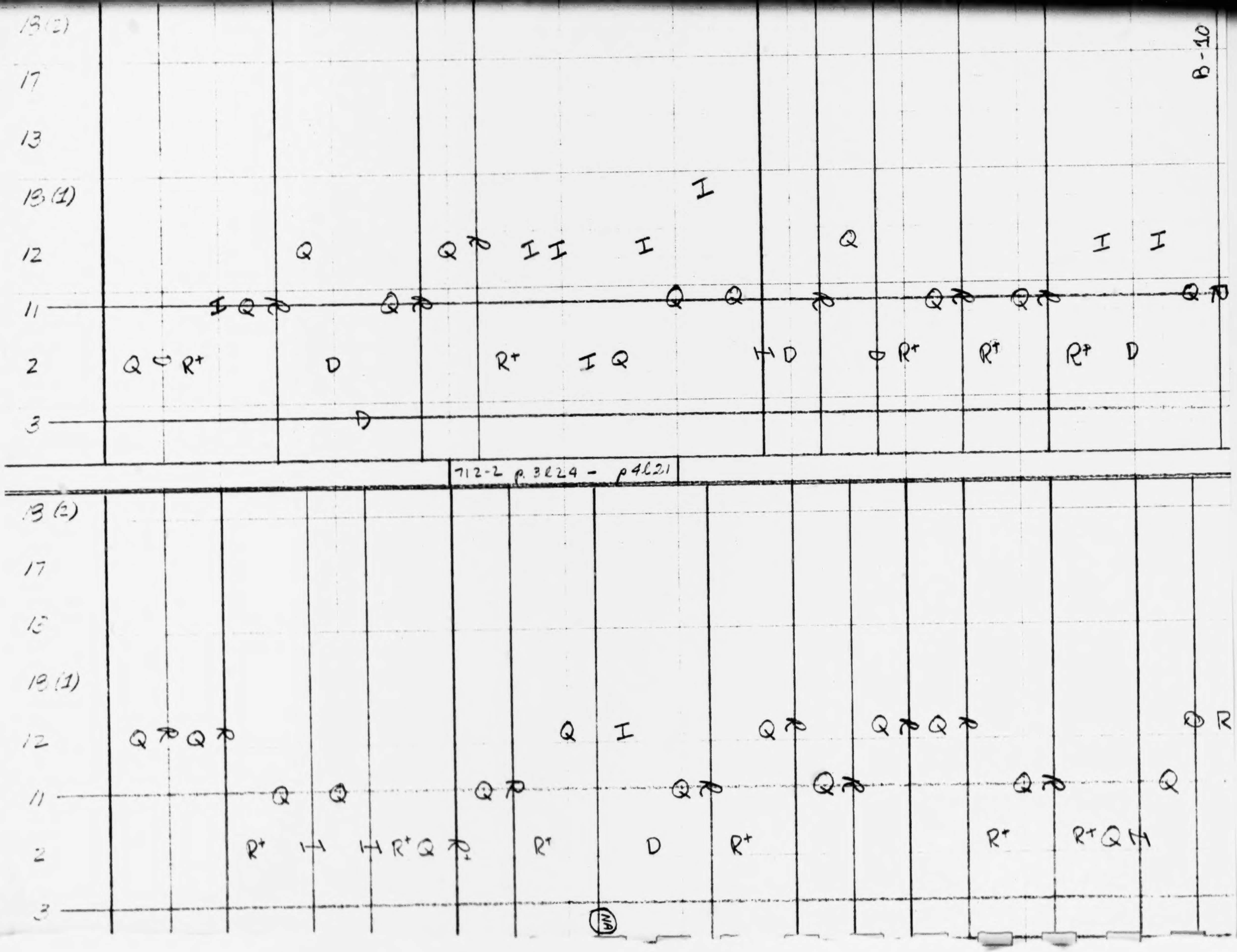
13
19 (1)
12
11
2
3
I
I
D Q R Q R R
D D D D D D D D D D I D D Q Q D D D D
STOP IV
R⁻
D D D Q R⁻ D Q D D D
712-1 P13 l 21 - p.14 l 26
19 (2)
17
13
19 (1)
12
11
2
3
PUPILS WORK TO BELL
D D D
D D


18(2)
17
13
Q↗
18(1)
12
I IIQ↗ Q⊘ I Q↗ IQ↗ IQ↗ IQ↗ Q↗
11
II I I
2
D R⁺ID R⁺ R⁺ R⁺ R⁺ R⁺ R⁺I R⁺
3
712-2 p10l12- p11l22
18(2)
17
13
18(1)
12
Q↗ IQ↗ I ⊘RII II II
11
II
2
R⁺ R⁺ Q Q ⊘IIDDDDD⊘R⁺D⊘R⁻DD QDDD
3

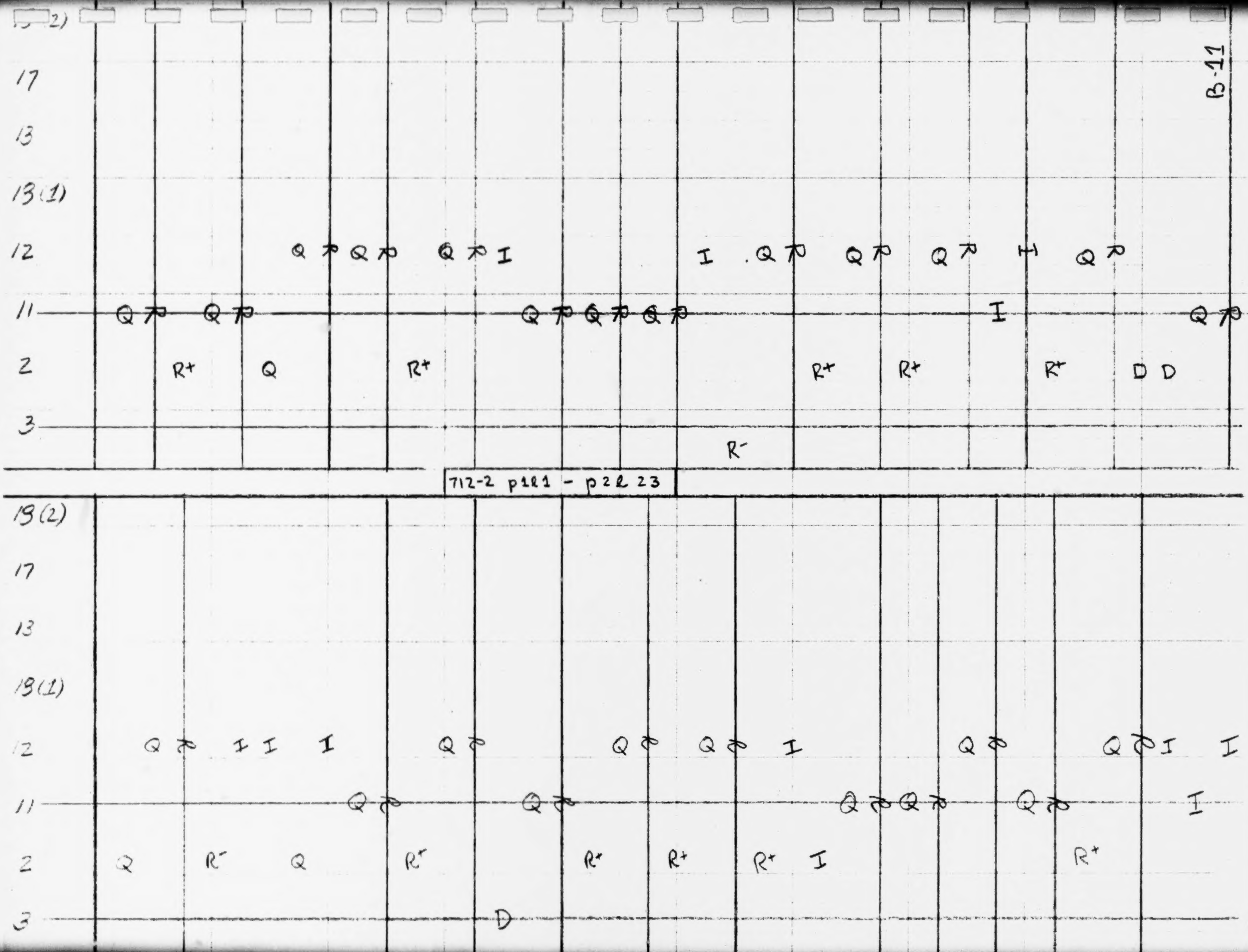

13 (2)
17
13
19 (1)
12 R I Q R Q R Q R R I I Q R
11 Q R Q R I H I
2 R+ R+ R+ R+ R+ R+ R- I R+ R+ R+ I I D
3
712-2 pBL3 - pBL41
13 (2)
17
13
13 (1)
12 Q R Q R I Q R I Q R I
11 Q R Q R Q R Q R Q R Q R Q R
2 Q D R+ R+ R+ R+ R+ Q R+ D D D D I
3
op III


13 (2)
17
13
13 (1)
12
11
2
3
Q I I
Q R
Q Q R Q R Q R Q R R Q R Q Q R Q R I
R+ Q Q R Q H H H R+ D D D Q R+ R+
STOP II
R
712-2 p.5 l23 - p6 l28
13 (2)
17
13
13 (1)
12
11
2
3
I
Q R Q Q R H H H Q R I Q Q R Q I I Q I Q R Q Q
Q R
R+ I Q R+ H R+ H R+ I I I H
R-

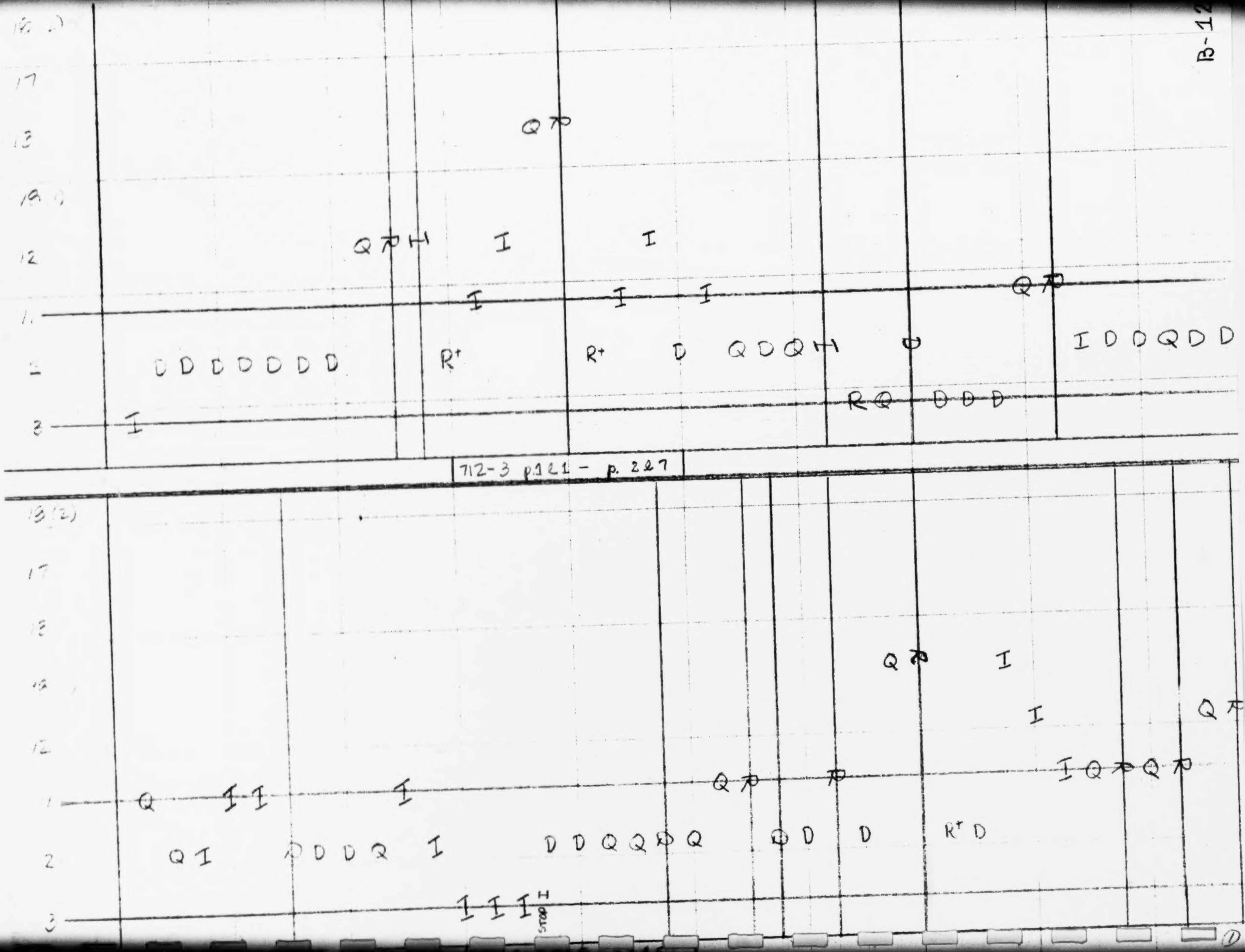
712-2 p.3 l24 - p4 l21

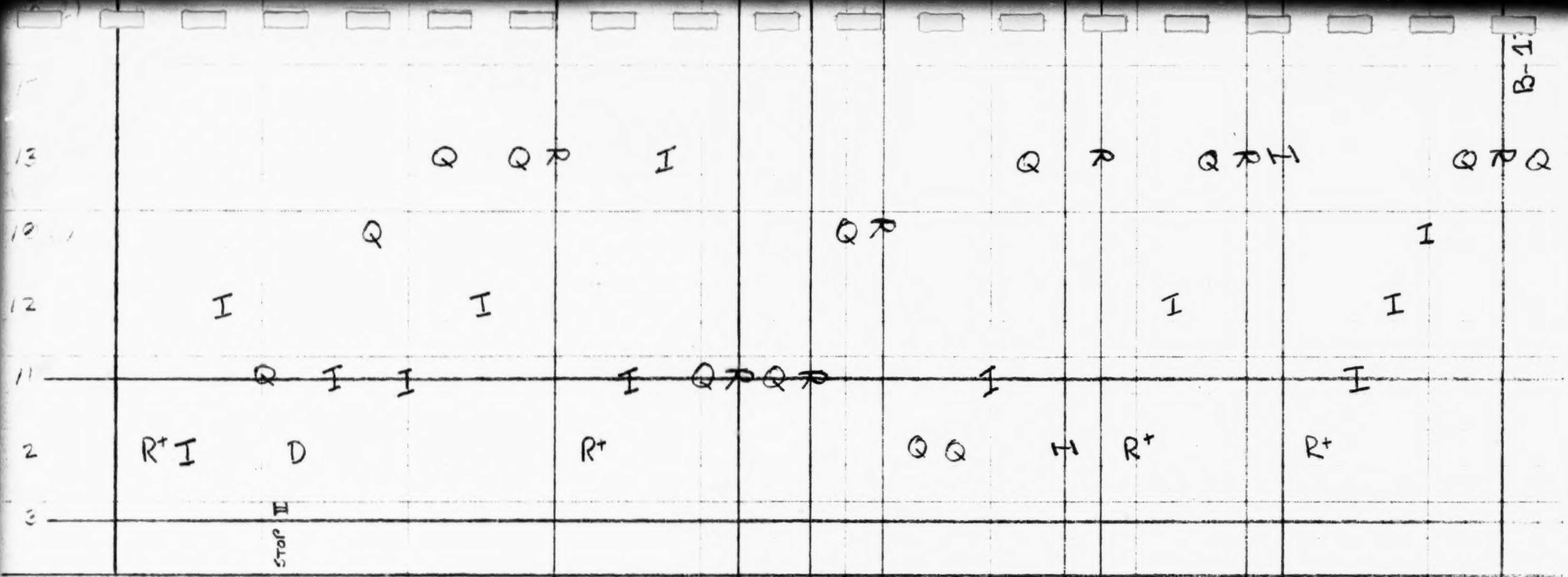


B-11

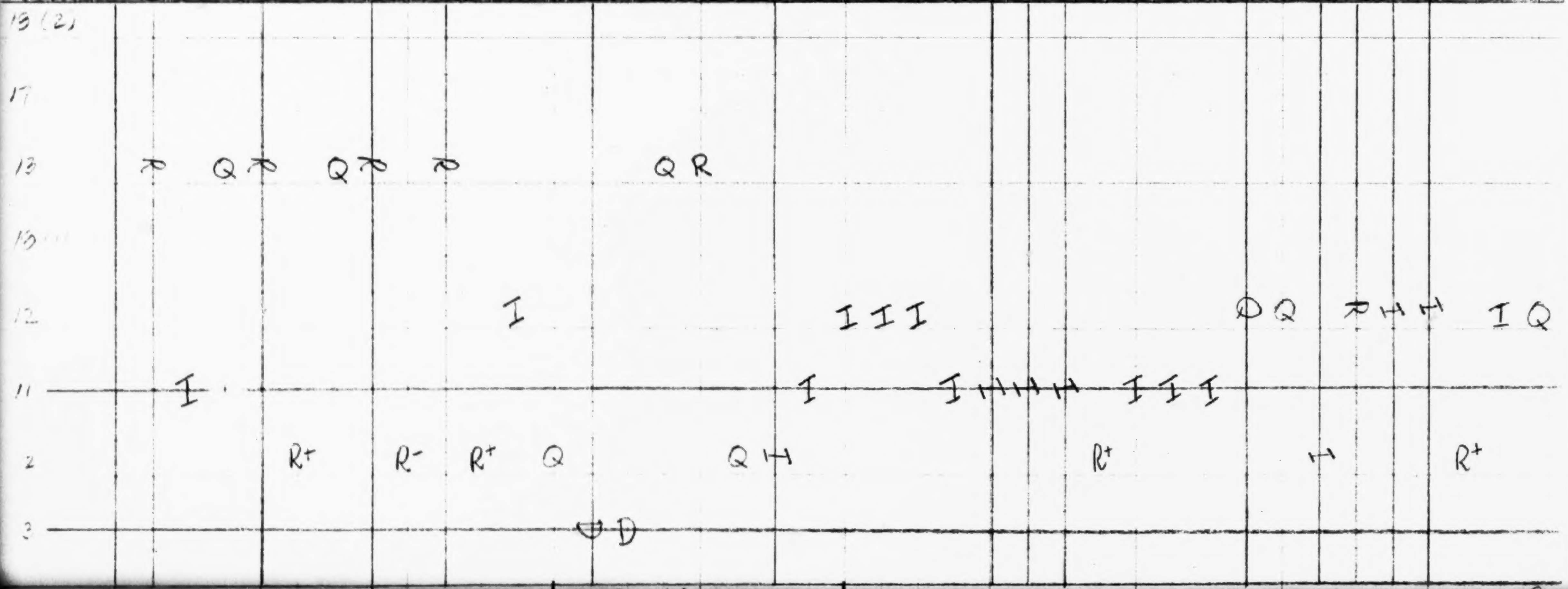


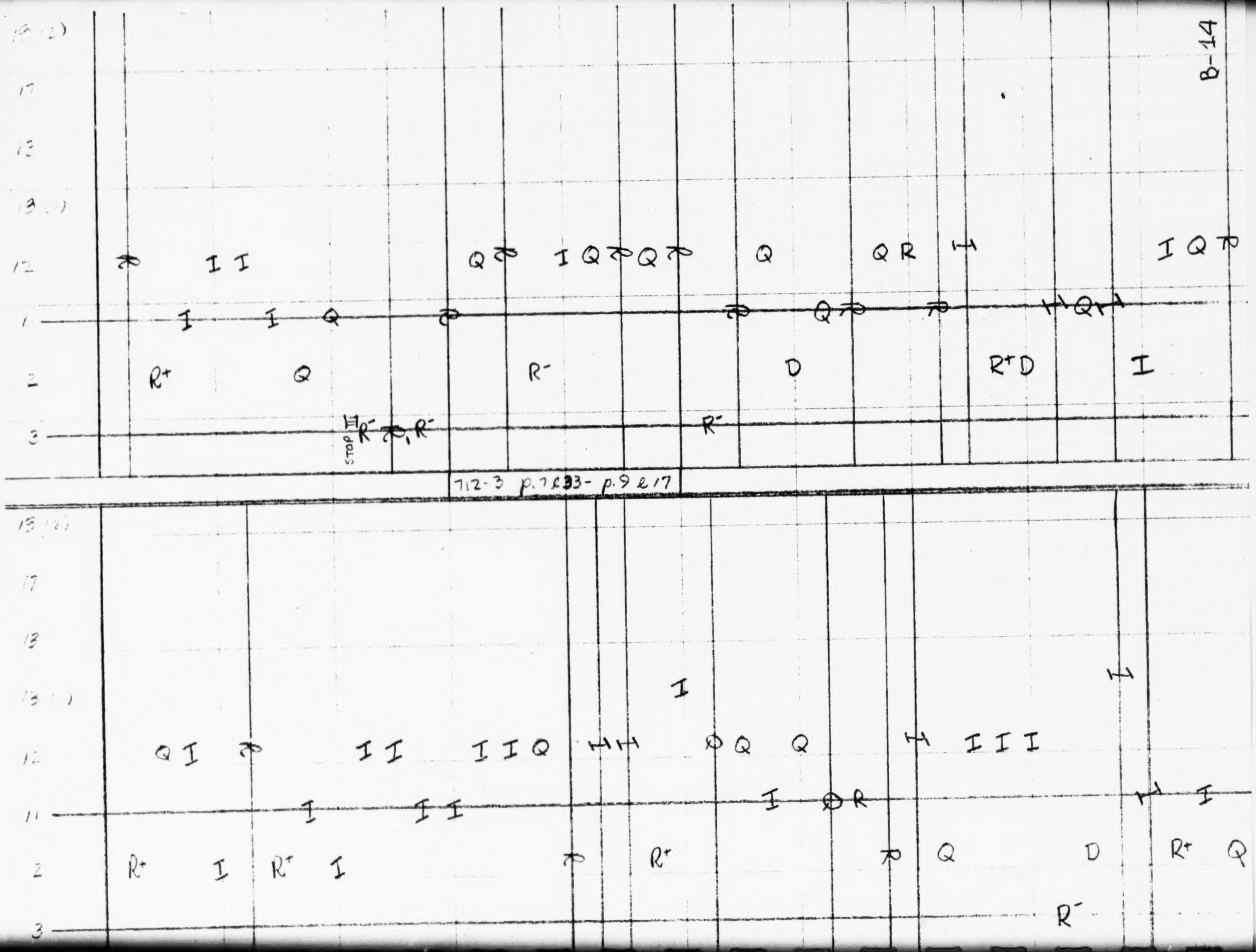
2)
17
13
13(1)
12 Q R Q R Q R I I .Q R Q R Q R I Q R
11 Q R Q R Q R Q R Q R I Q R
2 R+ Q R+ R+ R+ R+ D D
3 R-
712-2 p1l1 - p2l 23
19(2)
17
13
19(1)
12 Q R I I I Q R Q R Q R I Q R Q R I I
11 Q R Q R Q R Q R Q R I
2 Q R- Q R+ R+ R+ R+ I R+
3 D


712-3 p.121 - p. 227
18(2)
17
13
19(1)
12
11
2
3
Q R H
I
I
Q R
I
I
I
Q R
D D D D D D D
R+
R+
D
Q D Q H
D
I D D Q D D
R Q
D D D
I
18(2)
17
13
19
12
1
2
3
Q
I I
I
Q R
R
I Q R Q R
Q R
I
I
Q R
Q I
D D D Q
I
D D Q Q D Q
D D
D
R+ D
I I I
STOP H

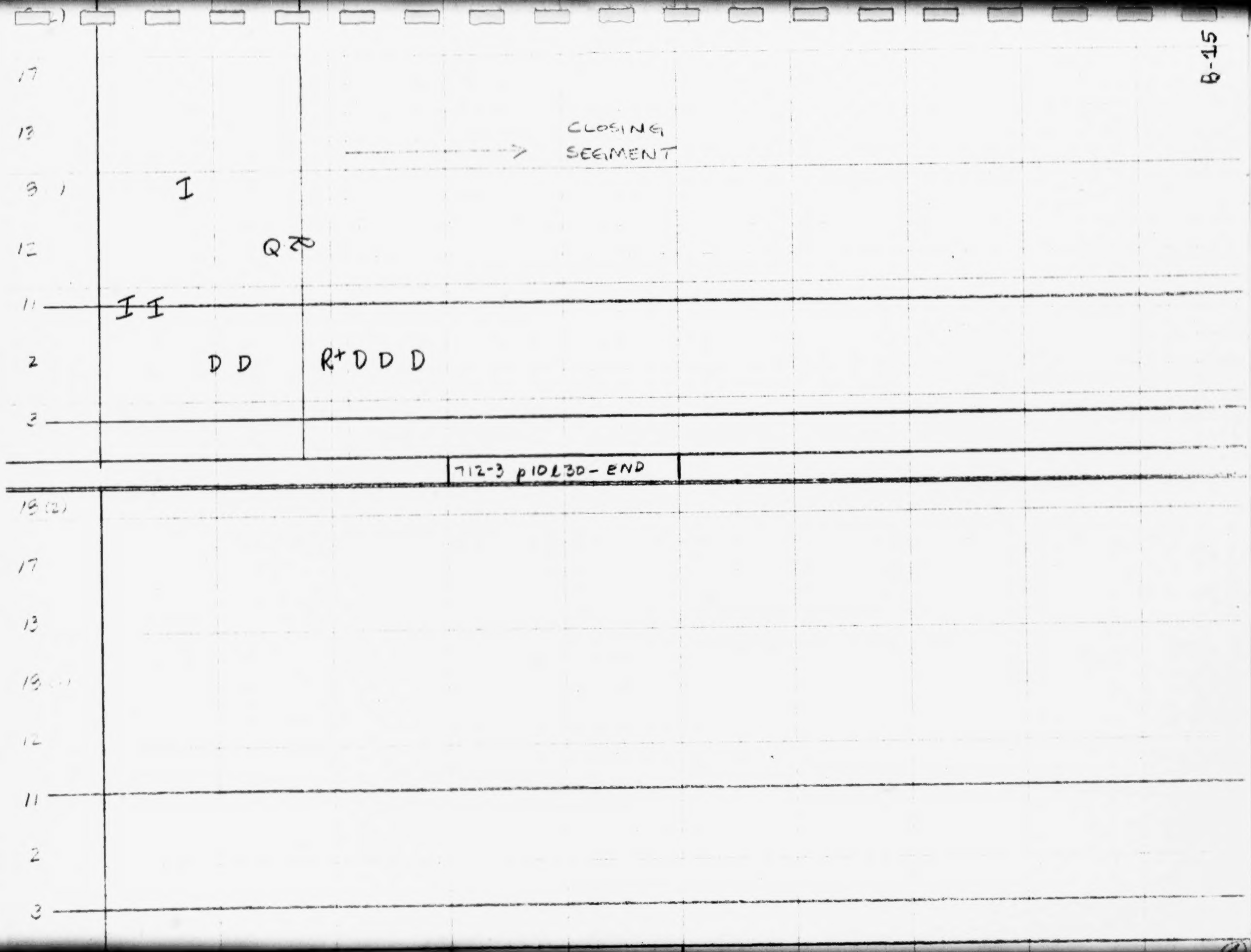


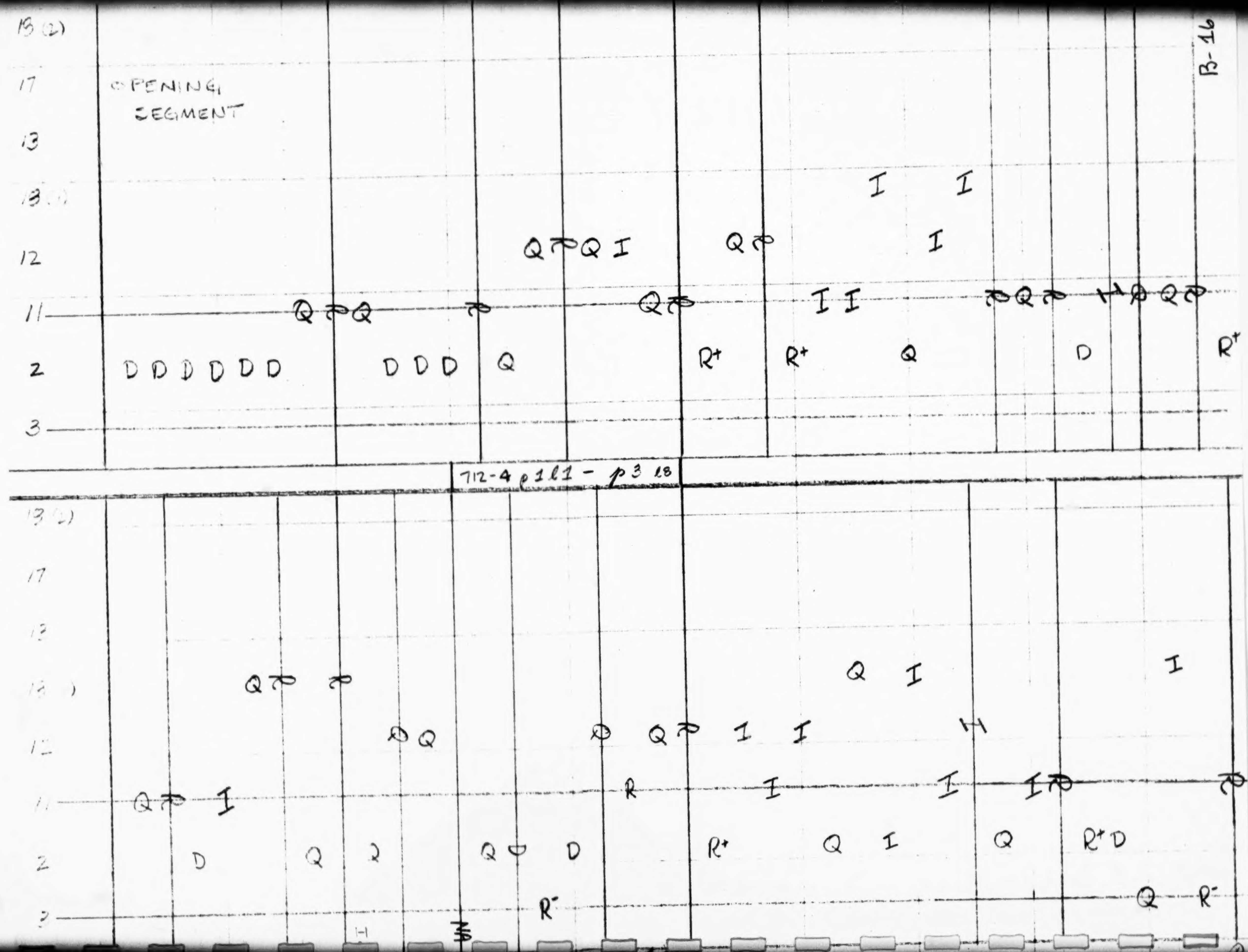
712-3 p.366 - p.6l22

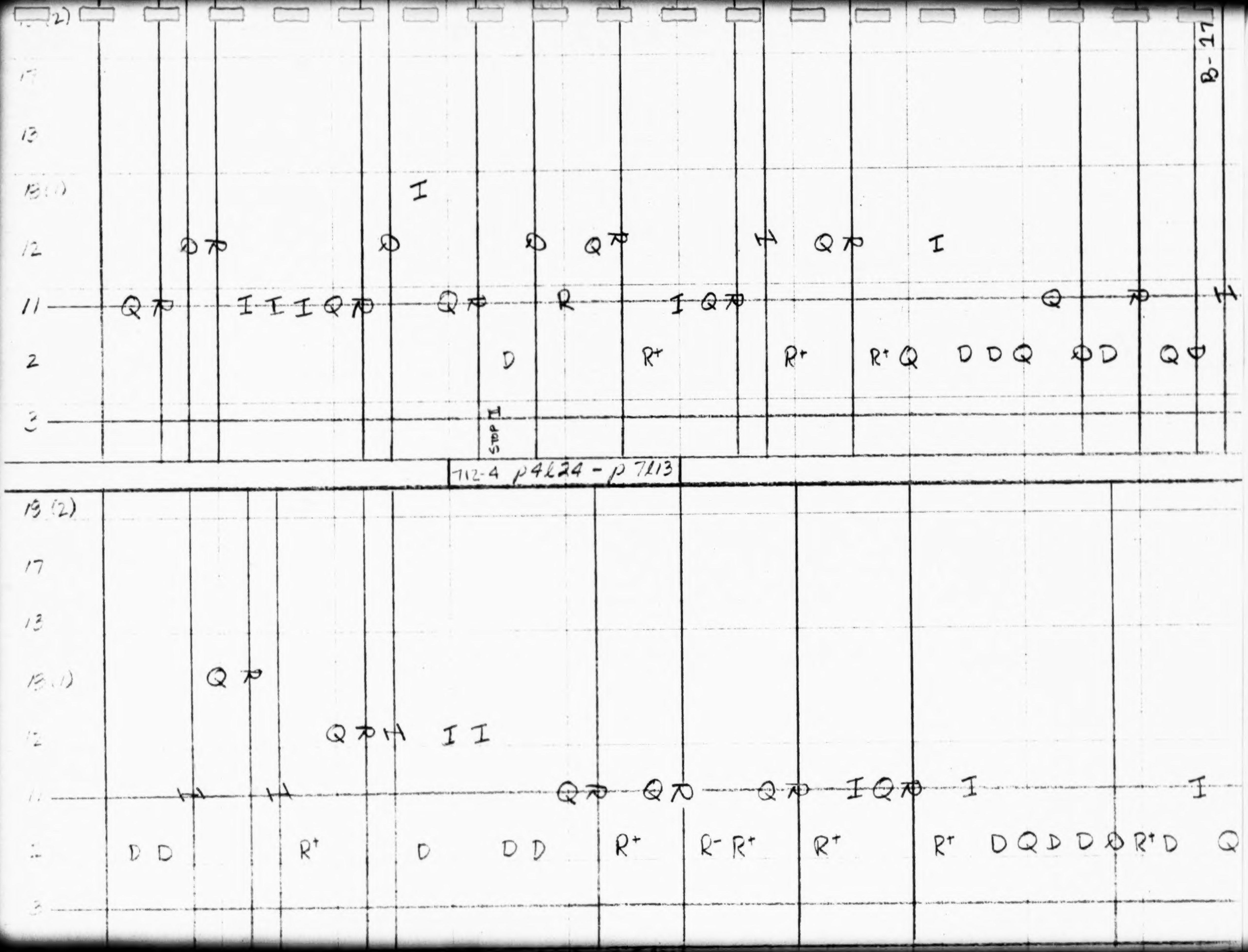


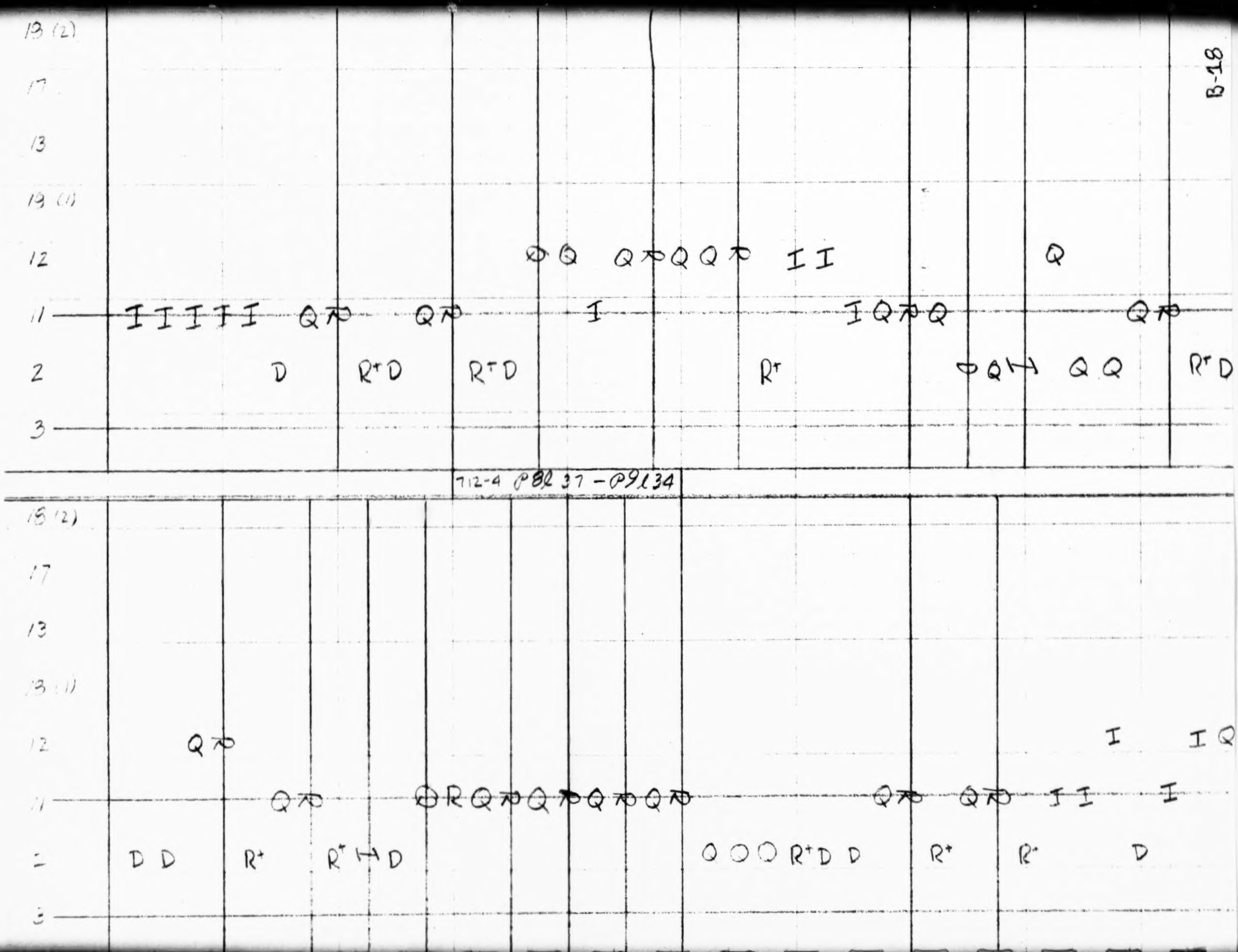

13(2)
17
13
13(1)
12
11
2
3
I I
I I Q
R+ Q
STOP III R- R-
Q I Q Q Q R
R- D R+D I
I Q
R-
I
Q I I I I I Q
I I I I
R+ I R+ I R+ Q D R+ Q
R-

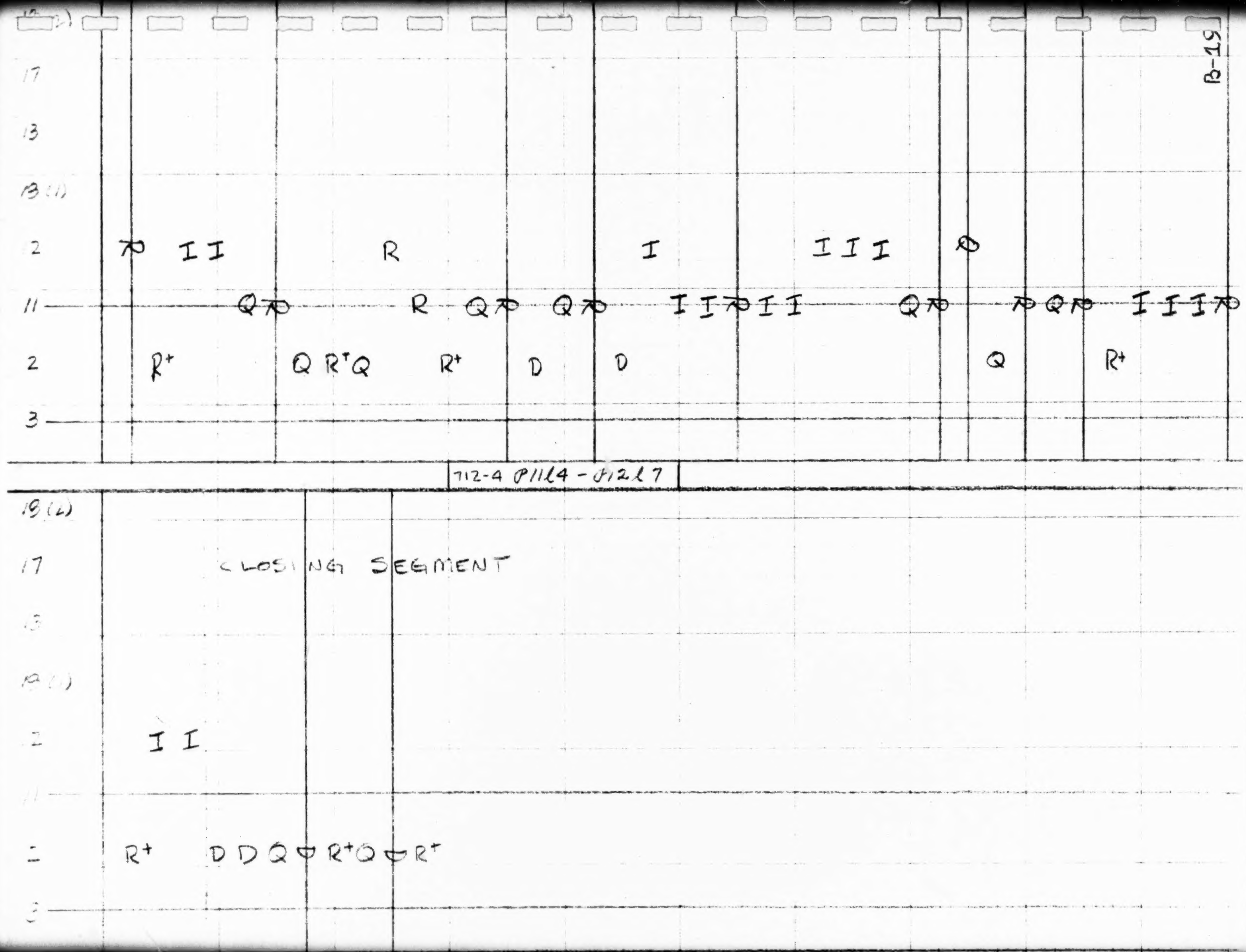
712-3 p.7 ℓ33- p.9 ℓ17


CLOSING SEGMENT
I
QR
II
DD
R+DDD
712-3 p10L30-END
19 (2)


OPENING SEGMENT
13 (2)
17
13
13 (1)
12
11
2
3
D D D D D D
D D D Q
Q Q I
Q
I I
I
I I
R+ R+ Q D R+
712-4 p1l1 - p3 18
Q I
I
Q I I
H
Q I
R I I I
D Q Q D R+ Q I Q R+D
R- Q R-


I
Q R Q Q Q R H Q R I
Q R I I I Q R Q R R I Q R Q R H
D R+ R+ R+ Q D D Q Q D Q Q
STOP II
712-4 p4624 - p7213
Q R
Q R H I I
H H Q R Q R Q R I Q R I I
D D R+ D D D R+ R- R+ R+ R+ D Q D D Q R+ D Q


13 (2)
17
13
19 (1)
12
11
2
3
Q Q Q Q Q Q I I Q
I I I I I Q Q I I Q Q Q Q
D R+D R+D R+ Q H Q Q R+D
712-4 P8L 37-P9L34
18 (2)
17
13
13 (1)
12
11
2
3
Q I I Q
Q O R Q Q Q Q Q Q I I I
D D R+ R+ H D O O O R+D D R+ R+ D



17

13

13(1)

2 Ɍ I I R I I I I Ɍ

11 QɌ R QɌ QɌ I IɌI I QɌ ɌQɌ I I IɌ

2 R⁺ Q R⁺Q R⁺ D D Q R⁺

3

712-4 Ø1124 - Ø1227

13(2)

17 CLOSING SEGMENT

13

13(1)

2 I I

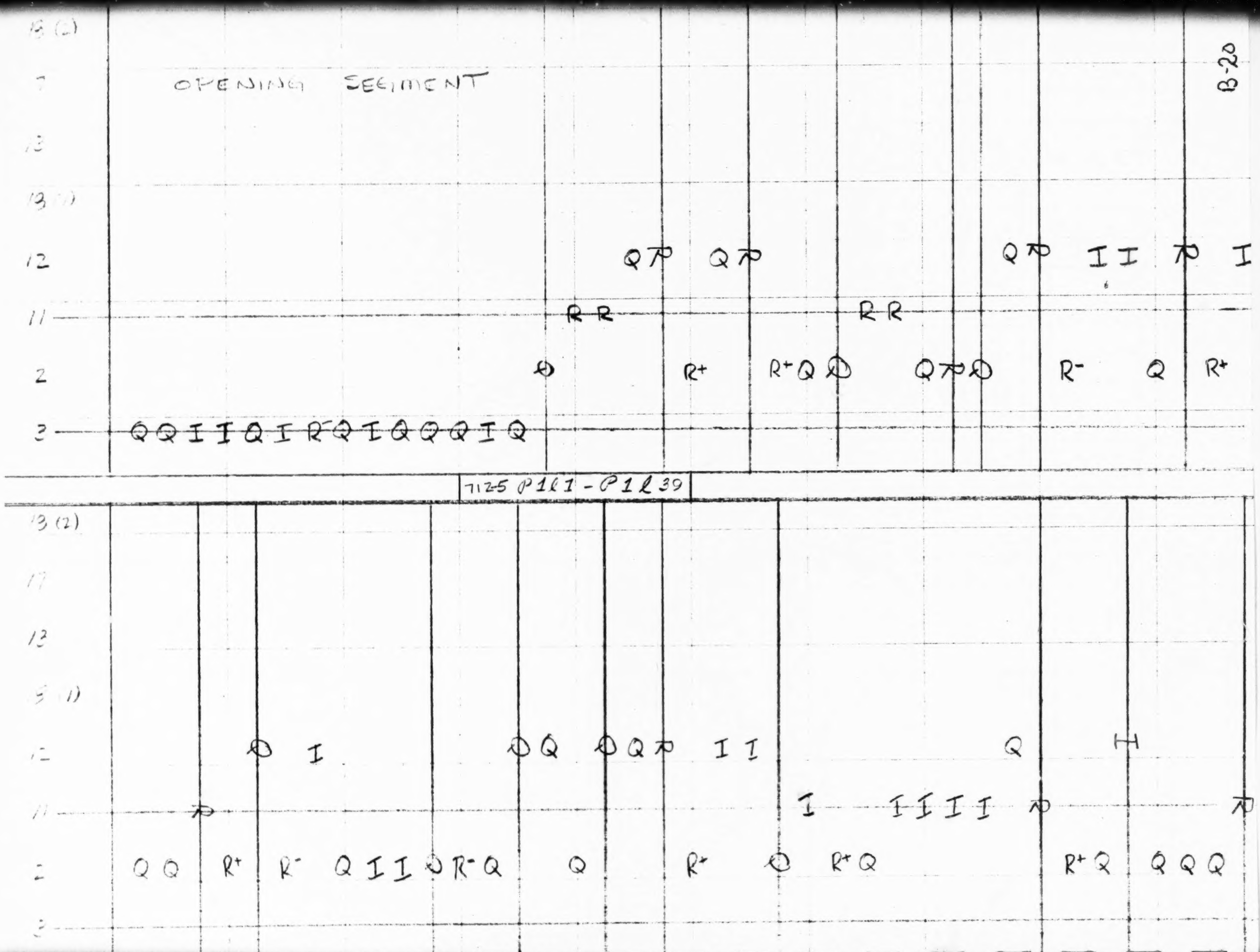
11

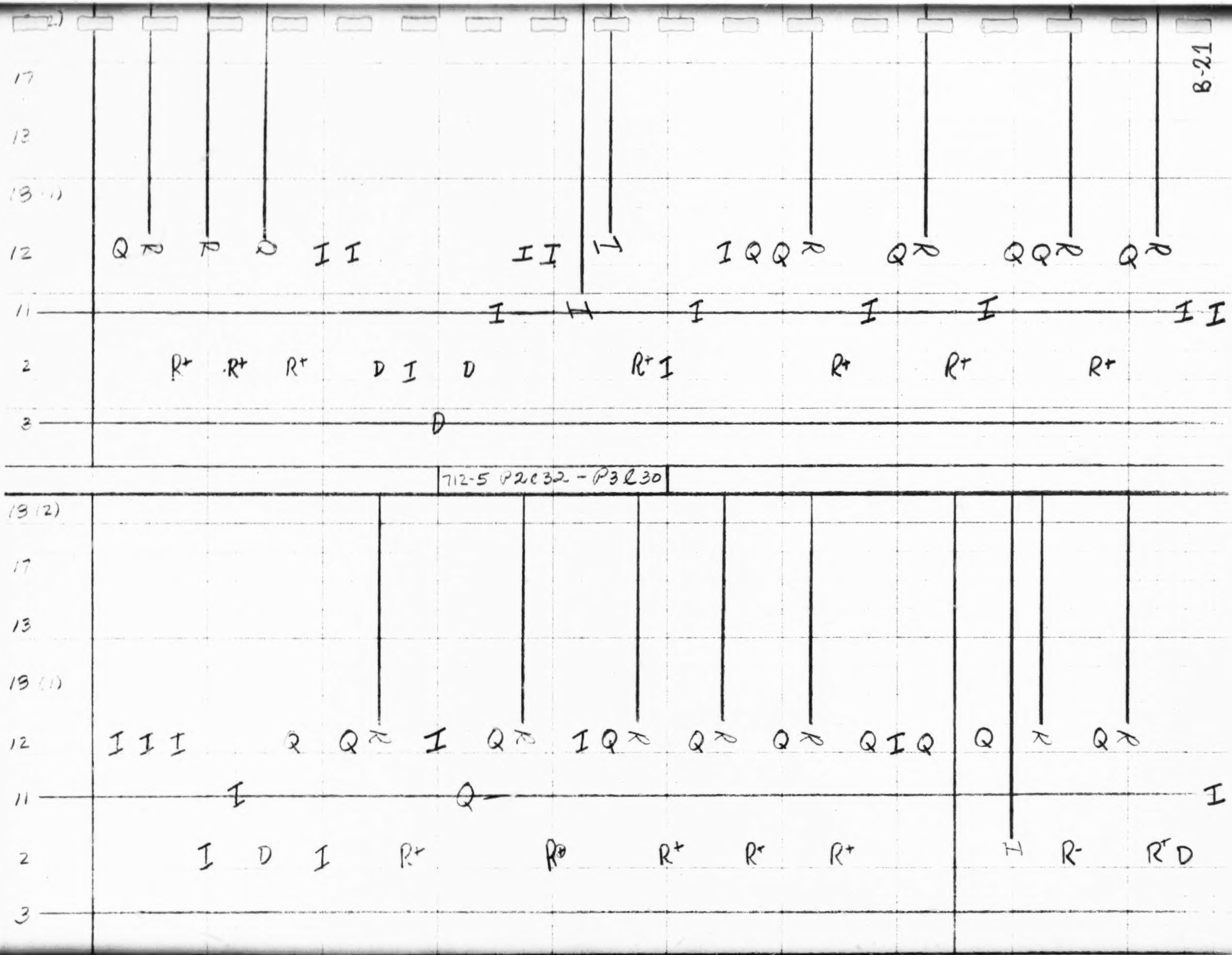
1 R⁺ D D Q▽R⁺Q▽R⁺

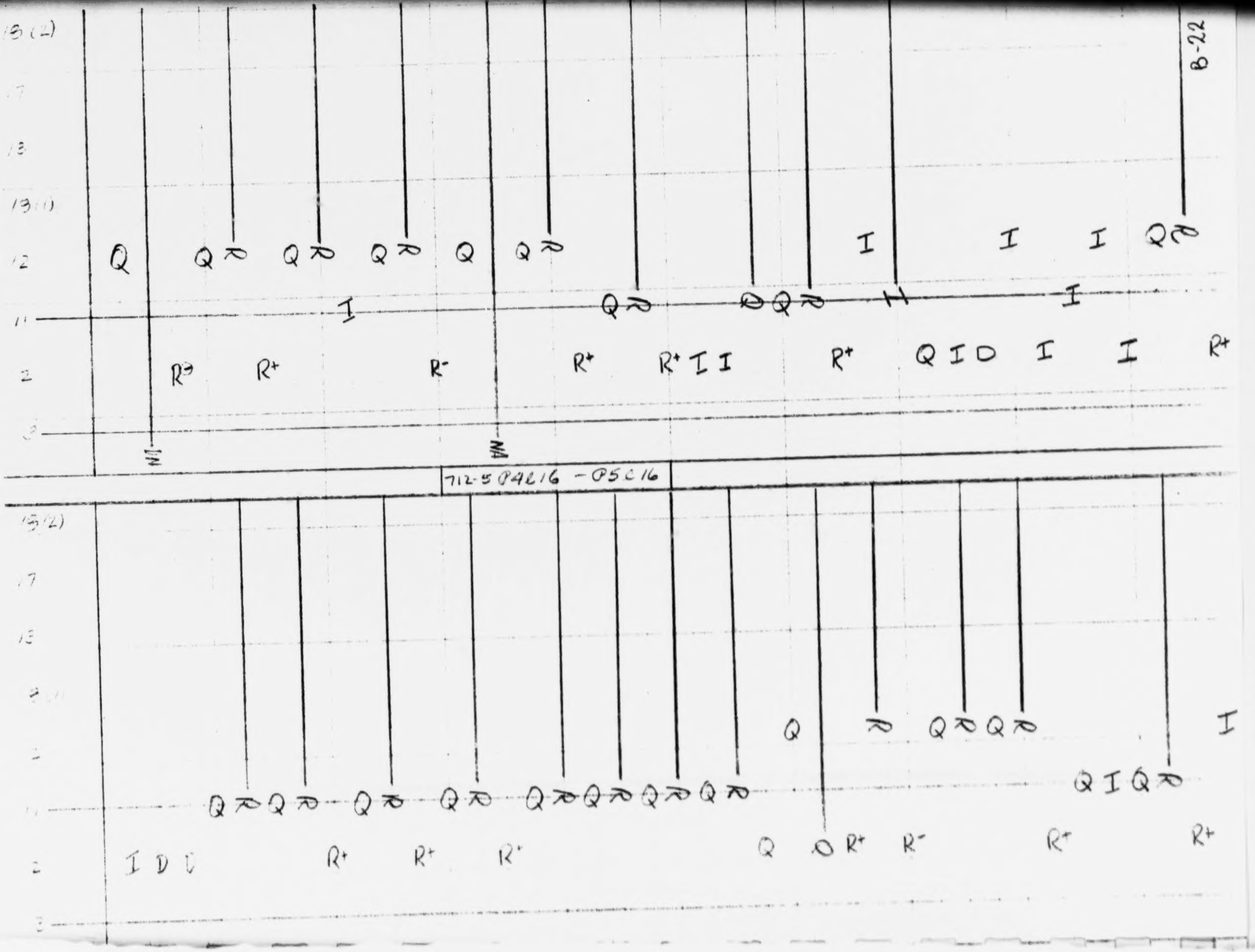
3

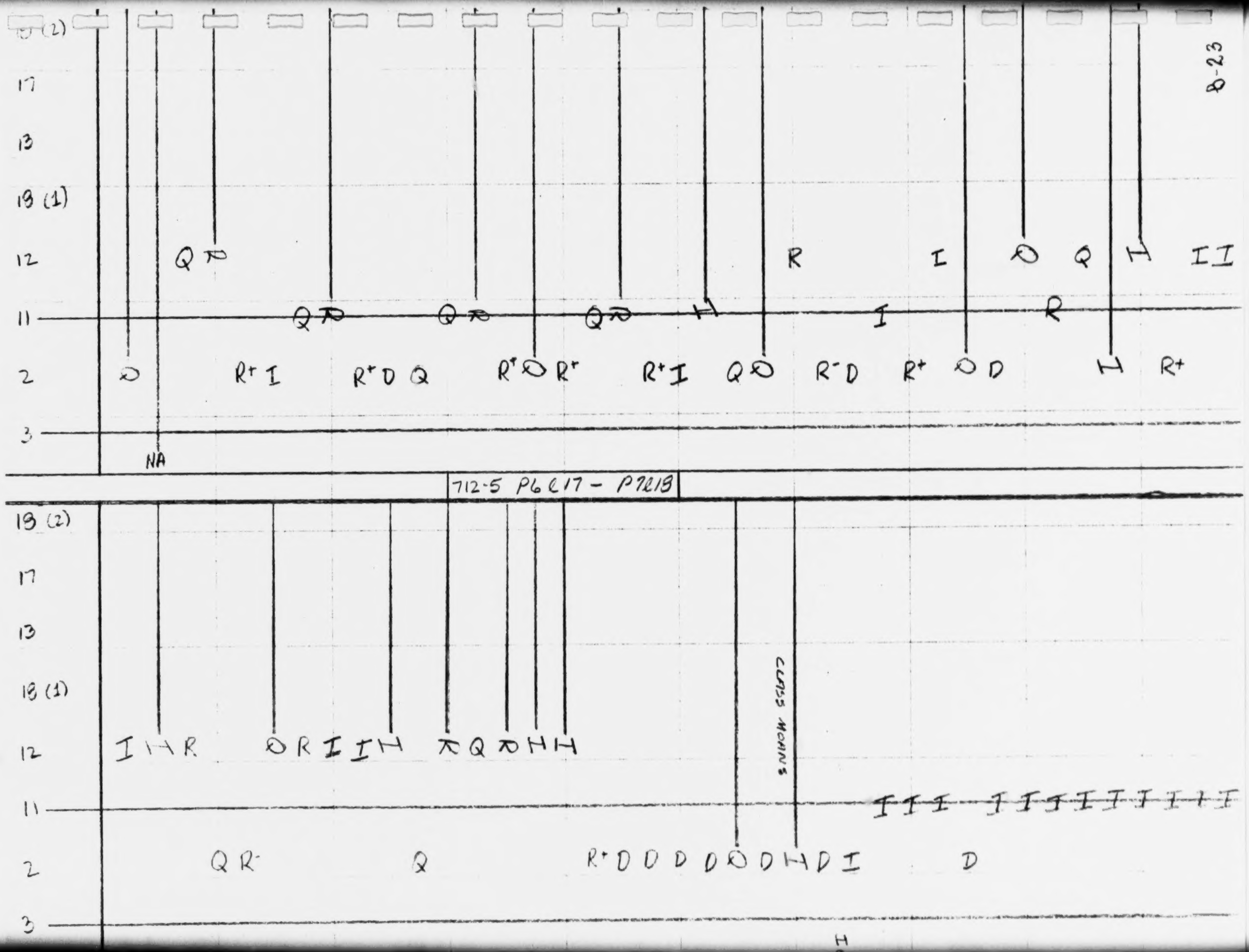
B-20

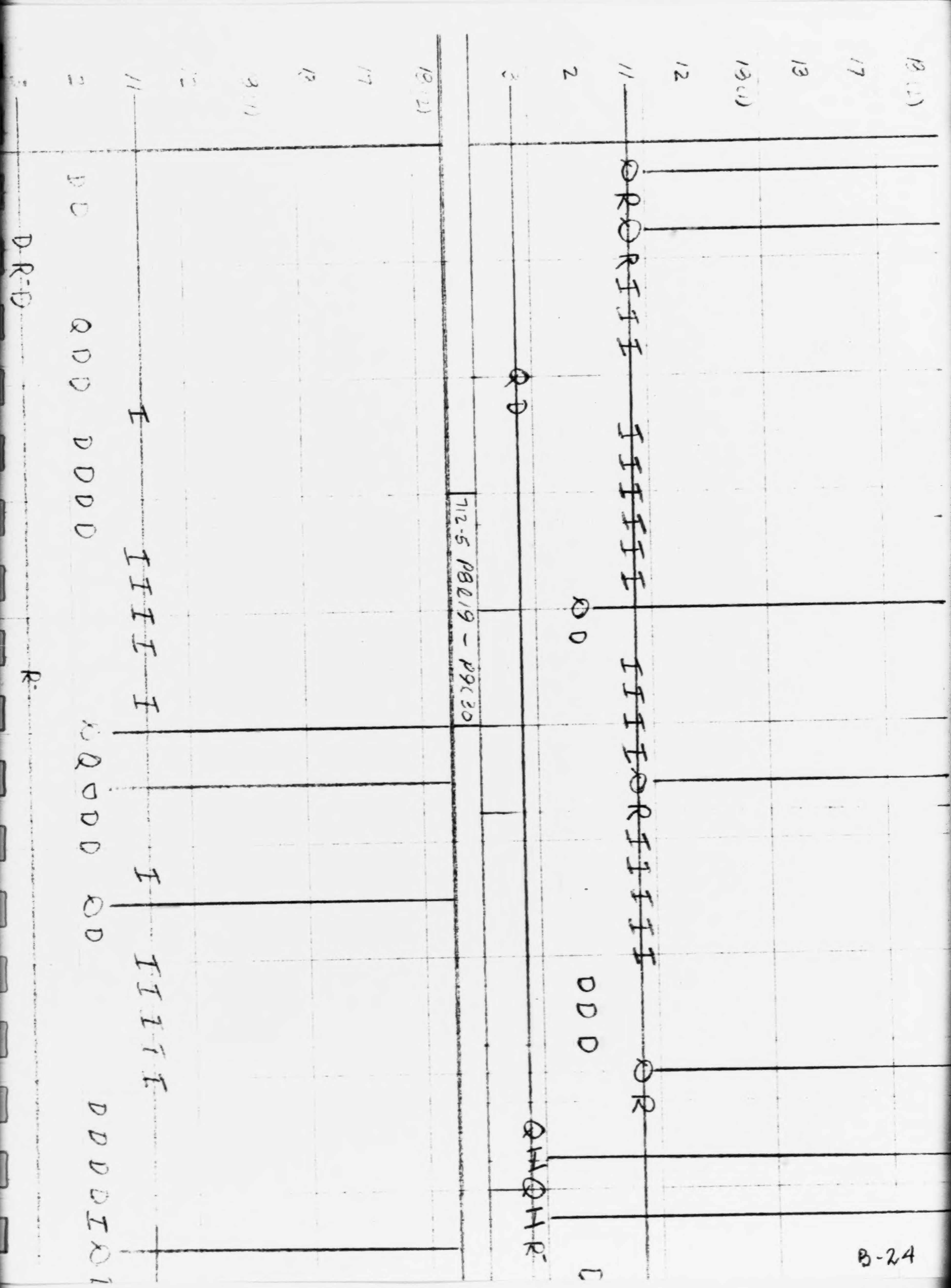
OPENING SEGMENT

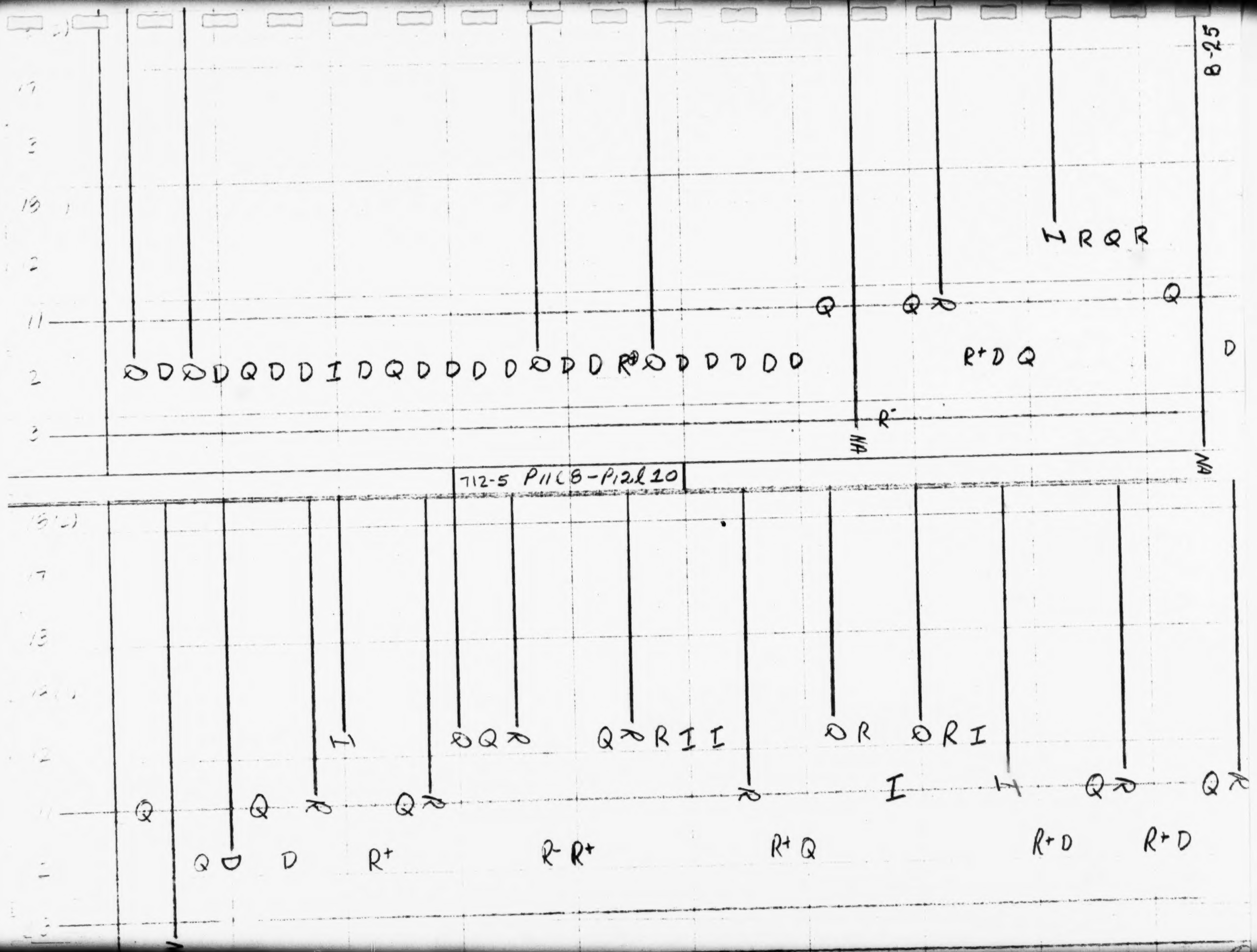



Q R P Q I I I I H I Q Q R Q R Q Q R Q R
I H I I I I I
R+ R+ R+ D I D R+ I R+ R+ R+
D
712-5 P2C32 - P3C30
I I I R Q R I Q R I Q R Q R Q R Q I Q Q R Q R
I Q I
I D I R+ R+ R+ R+ R+ H R- R+ D

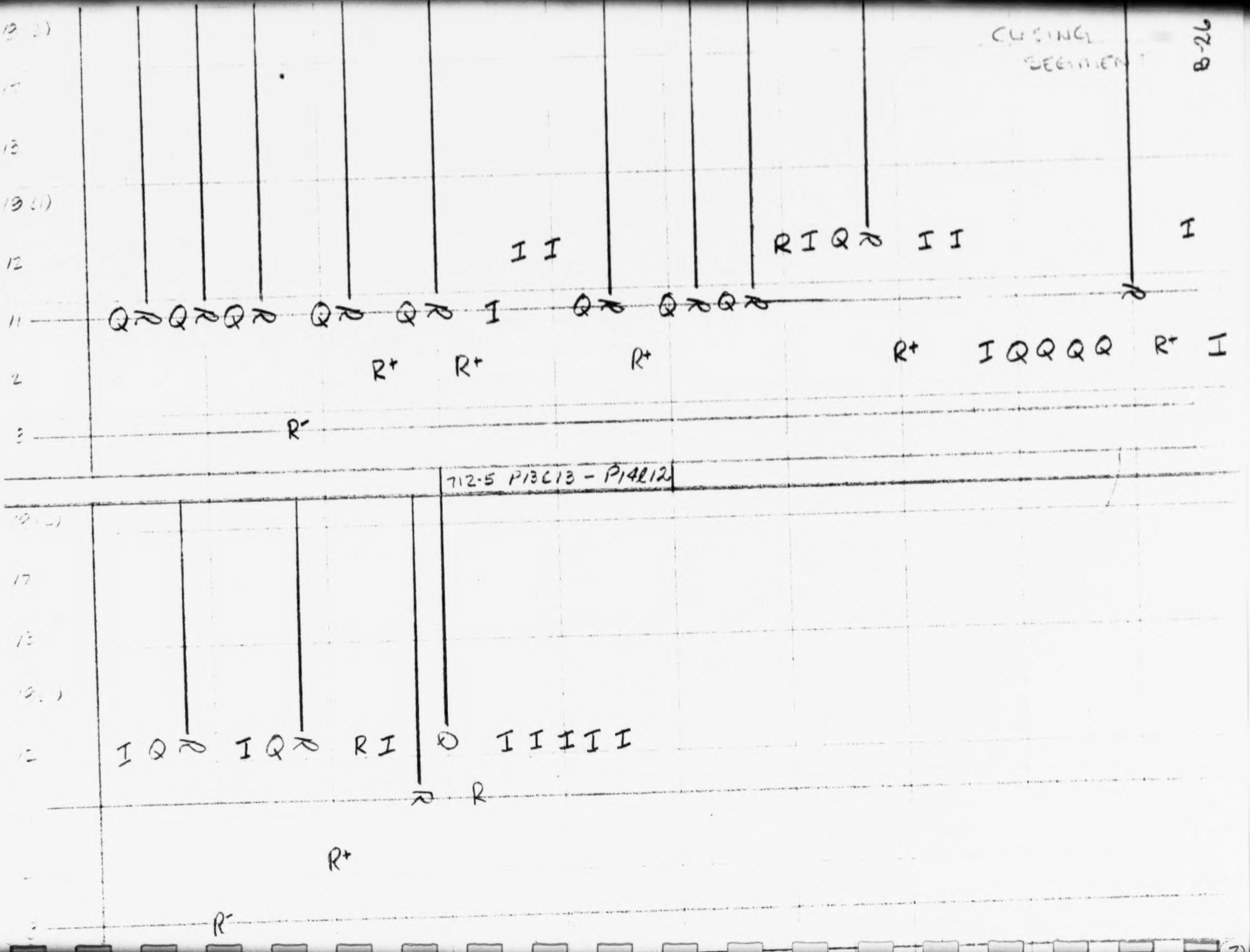

13 (2)
17
13
13 (1)
12
11
2
3
Q
QR QR QR Q QR
I
QR
QQR
I I I QR
I
R+ R+ R− R+ R+ I I R+ Q I D I I R+
712-5 04216 - 05216
13 (2)
QRQR QR QR QRQRQRQR
Q R QRQR I
QIQR
I D D R+ R+ R+ Q O R+ R− R+ R+

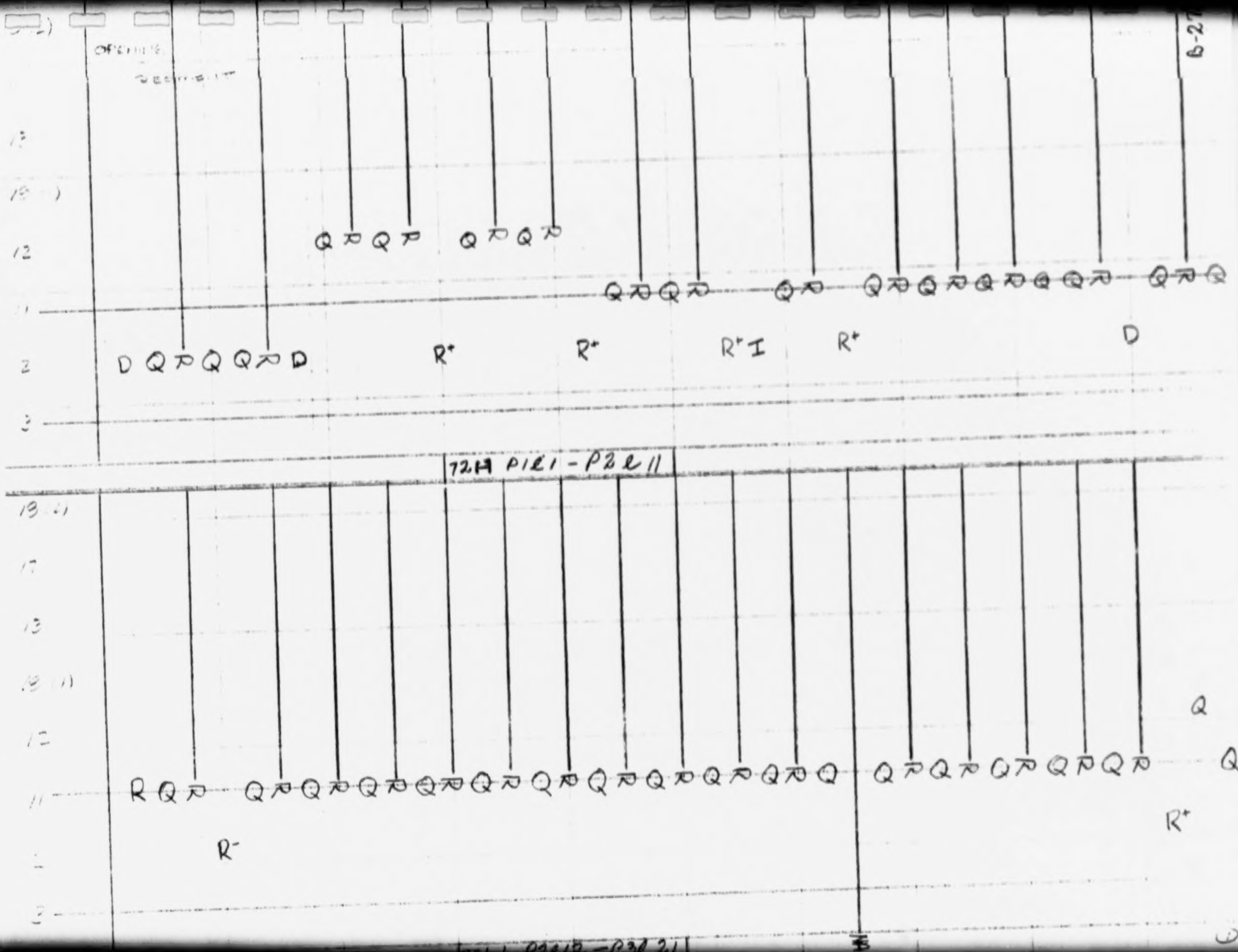

19 (2)
17
13
19 (1)
12
11
2
3
NA
Q R
Q R
Q R
Q R
H
R
I
I
R
Q
Q
H
II
D
R+ I
R+ D Q
R+ D R+
R+ I
Q D
R- D
R+
D D
H
R+
712-5 P6 C17 - P7 R13
I H R
D R I I H
R Q R H H
CLASS MOHNS
I I I I I I I I I I I I I
Q R-
Q
R+ D D D D D D H D I
D

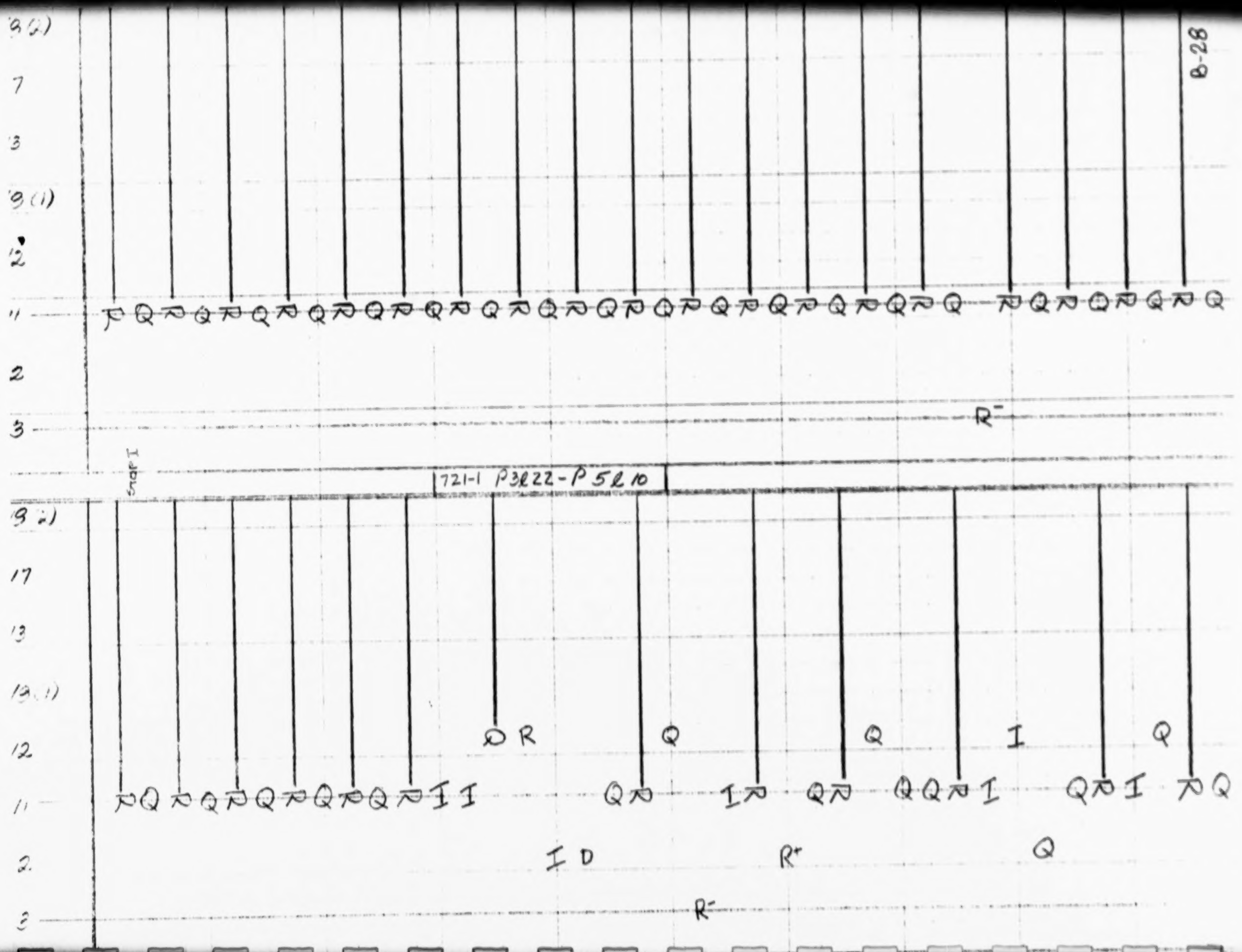

712-5 PBC19 - P9C20
QRQRIII IIIIII IIIIQRIIIII QR
QD DDD
QD QHQHR
I IIIII I IIIII
DD QDD DDDD DDDD QQDDD QD DDDDIQ
DR-D R

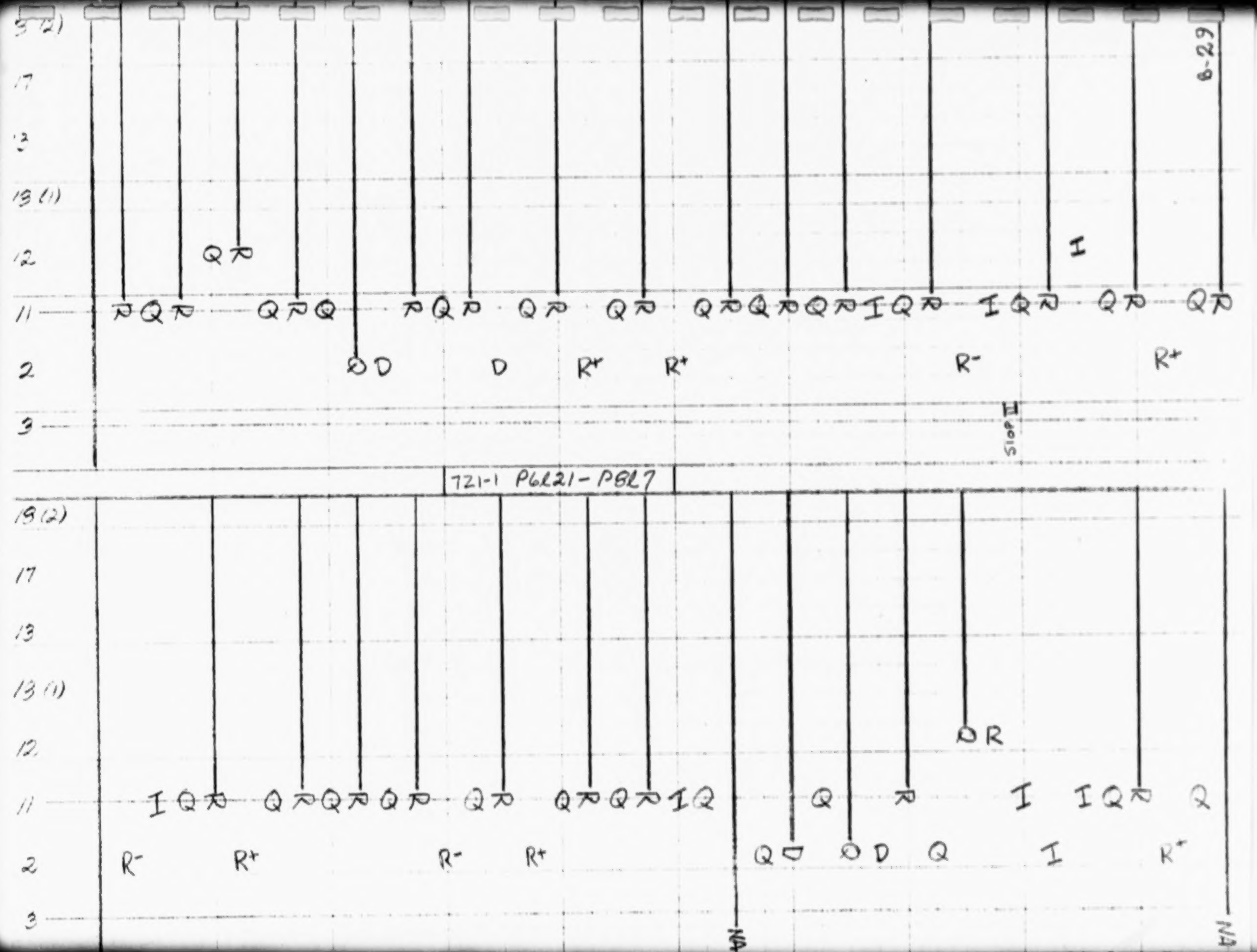

712-5 P11C8-P12l20
Q D Q D Q D D I D Q D D D D Q D D R Q D D D D D
Q
Q R
R⁻
NA
I R Q R
R+D Q
Q
D
NA
H
Q Q R
Q R I I
Q R
Q R I
Q
Q
R
Q R
R
I
H
Q R
Q R
Q D
D
R+
R- R+
R+ Q
R+D
R+D

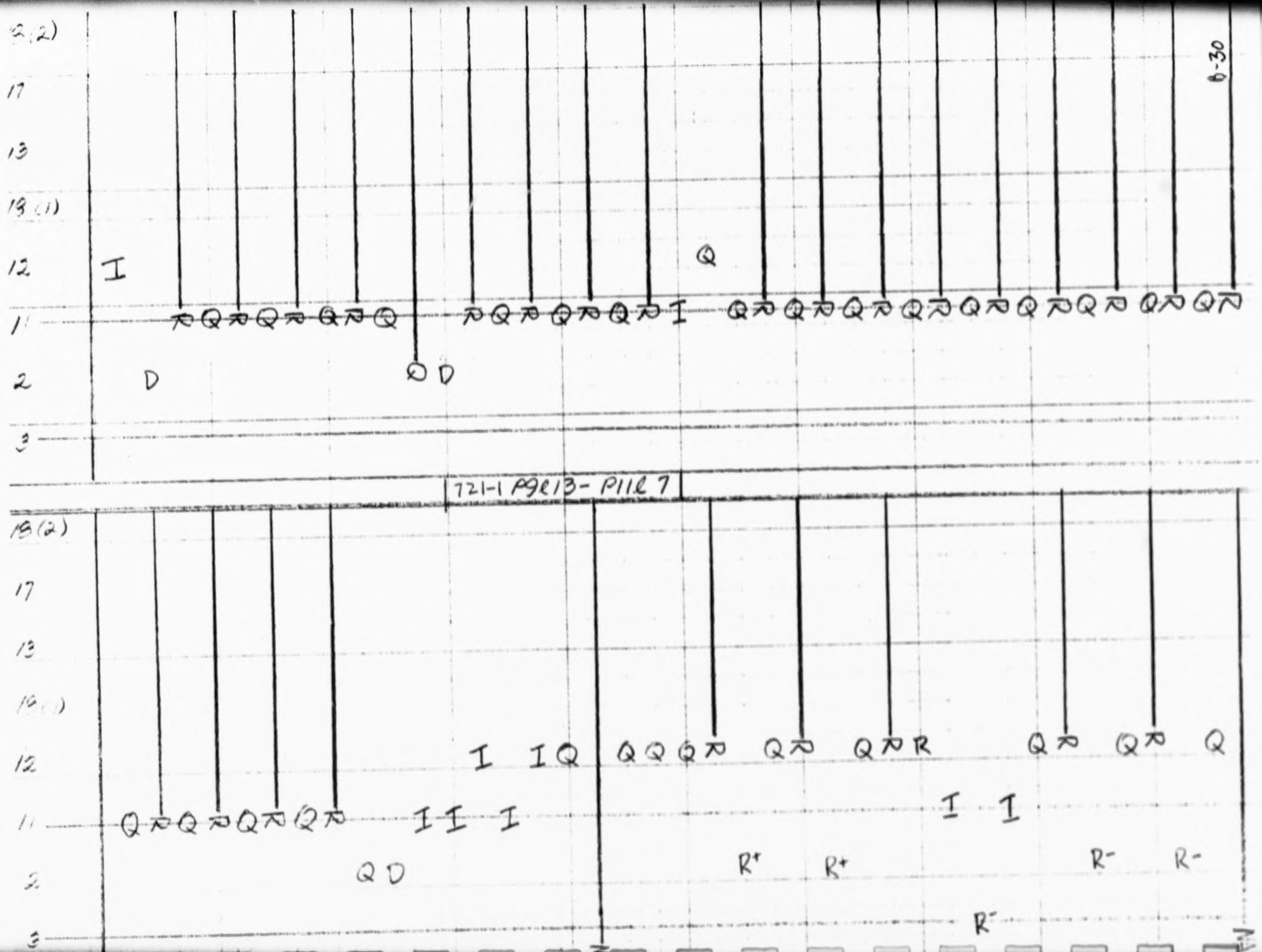
CLOSING SEGMENT

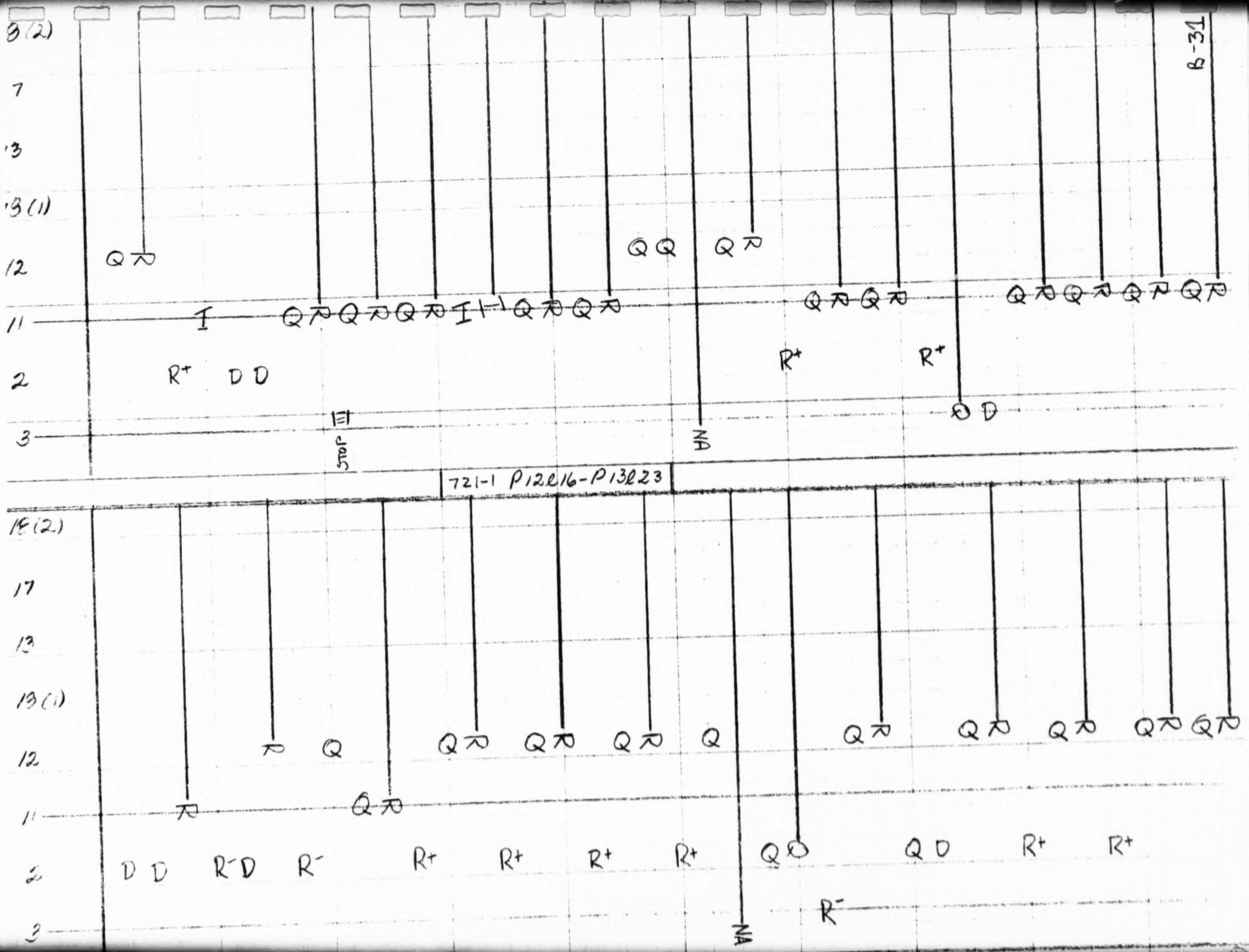


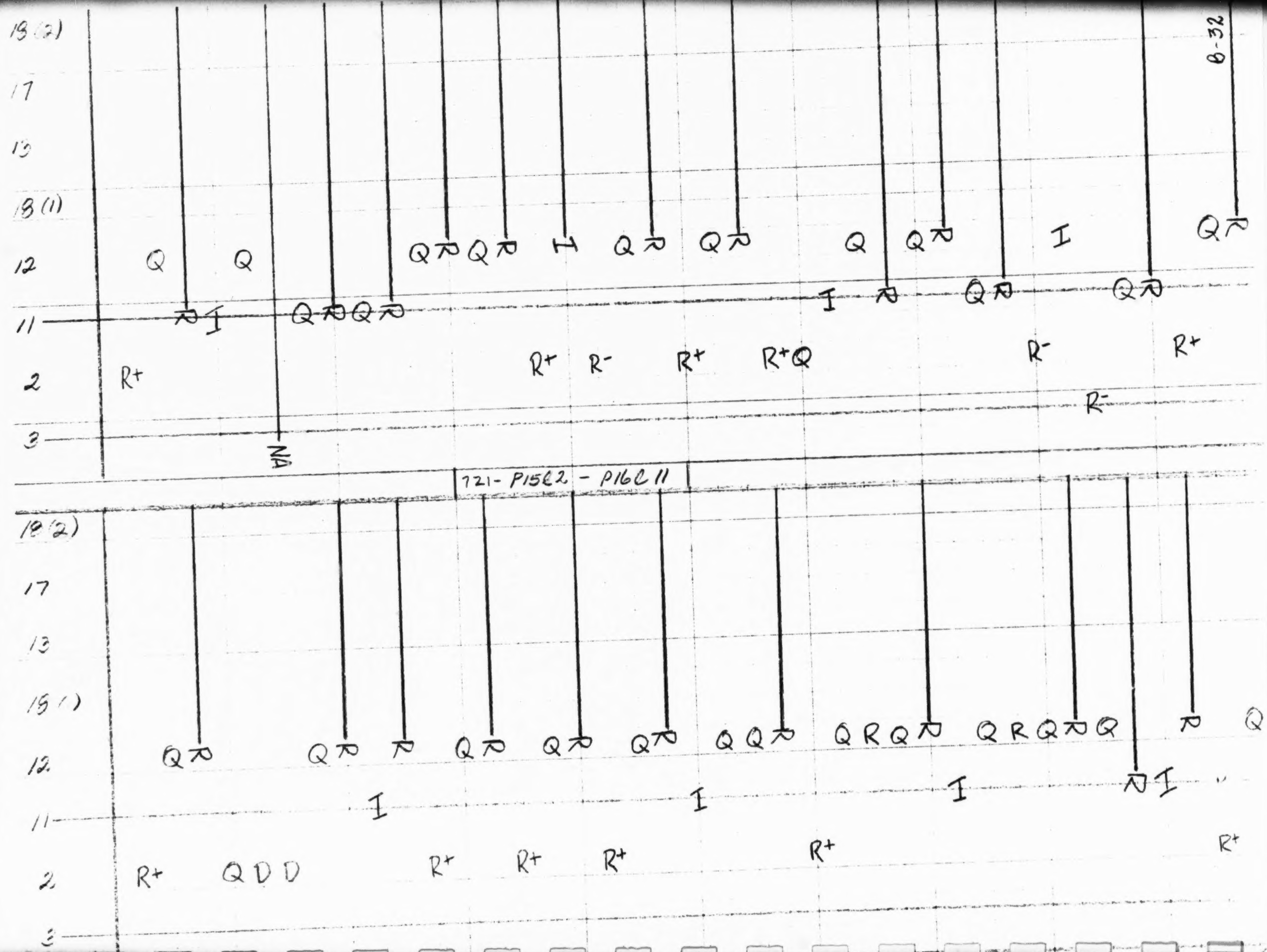

OPENING
12
11
2
3
Q R Q R Q R Q R
Q R Q R Q R Q R Q R Q R Q R Q Q R Q R Q
D Q R Q Q R D
R+
R+
R+ I
R+
D
72H P1E1-P2E11
13
11
12
R Q R Q R Q R Q R Q R Q R Q R Q R Q R Q R Q R Q R Q
Q R Q R Q R Q R Q R
Q
Q
R+
R-


9(2)
7
3
9(1)
2
11
2
3
9(2)
17
13
19(1)
12
11
2.
3
P Q R Q R Q R Q R Q R Q R Q R Q R Q P Q P Q P Q P Q R Q R Q R Q R Q R Q R Q
R⁻
Stop I
721-1 P3l22-P5l10
Q R
Q
Q
I
Q
P Q R Q R Q R Q R Q R I I
Q R
I R
Q R
Q Q R I
Q R I
R Q
I D
R⁺
Q
R⁻


B-29
19(2)
17
13
13(1)
12
11
2
3
Q R
R Q R Q R Q R Q R Q R Q R Q R Q R Q R Q R Q R I Q R I Q R Q R Q R
I
Q D D R+ R+ R- R+
STOP III
721-1 PGL21-PGL7
19(2)
17
13
13(1)
12
11
2
3
Q R
I Q R Q R Q R Q R Q R Q R Q R I Q Q R I I Q R Q
R- R+ R- R+ Q D Q D Q I R+
NA
NA


B-30
19(2)
17
13
19(1)
12
11
2
3
I
D
ꝒQꝒQꝒQꝒQ
QD
ꝒQꝒQꝒQꝒI
Q
QꝒQꝒQꝒQꝒQꝒQꝒQꝒQꝒQꝒ
721-1 P9R13-P11R7
19(2)
17
13
19(1)
12
11
2
3
QꝒQꝒQꝒQꝒ
QD
I I I
I IQ
QQQꝒ
QꝒ
QꝒR
QꝒ
QꝒ
Q
R+
R+
I I
R-
R-
R-


8(2)
7
13
13(1)
12
11
2
3
QR
I
QR QR QR I ⊢ QR QR
QQ
QR
QR QR
QR QR QR QR
R+ DD
R+
R+
QD
STOP
NA
721-1 P12216-P13223
18(2)
17
13
13(1)
12
11
2
3
R
R
Q
QR
QR QR QR Q
QR QR QR QR QR
DD R-D R-
R+ R+ R+ R+
QO
QD R+ R+
R-
NA


721- P15C2 - P16C11
18 (2)
17
13
18 (1)
12
11
2
3
Q
Q
QR QR
I
QR QR
QR
QR
Q
QR
I
QR
QR
I
R
QR
I
R+
R+
R-
R+
R+Q
R-
R-
R+
NA
18 (2)
17
13
18 (1)
12
11
2
3
QR
QR
R
QR
QR
QR
QQR
QRQR
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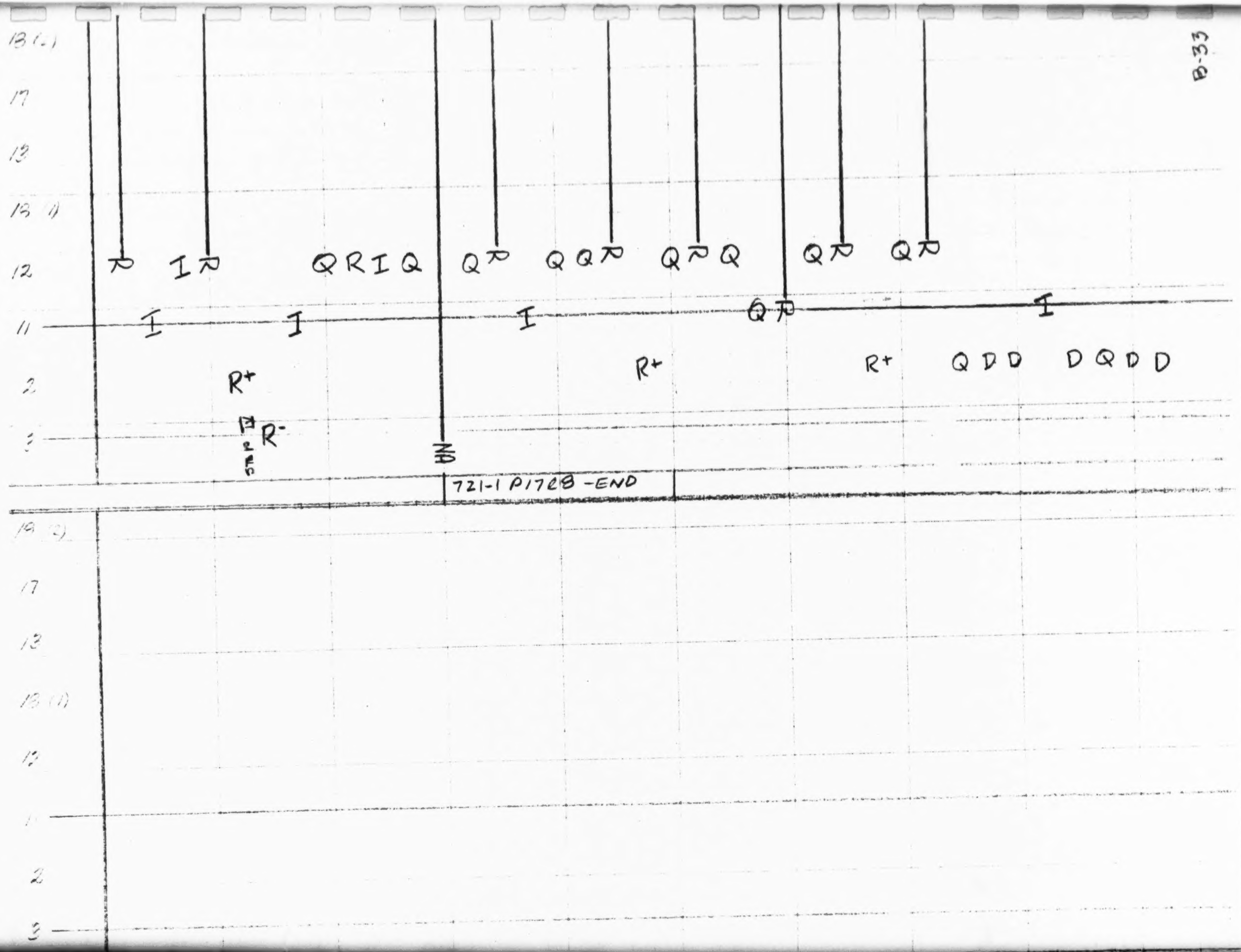
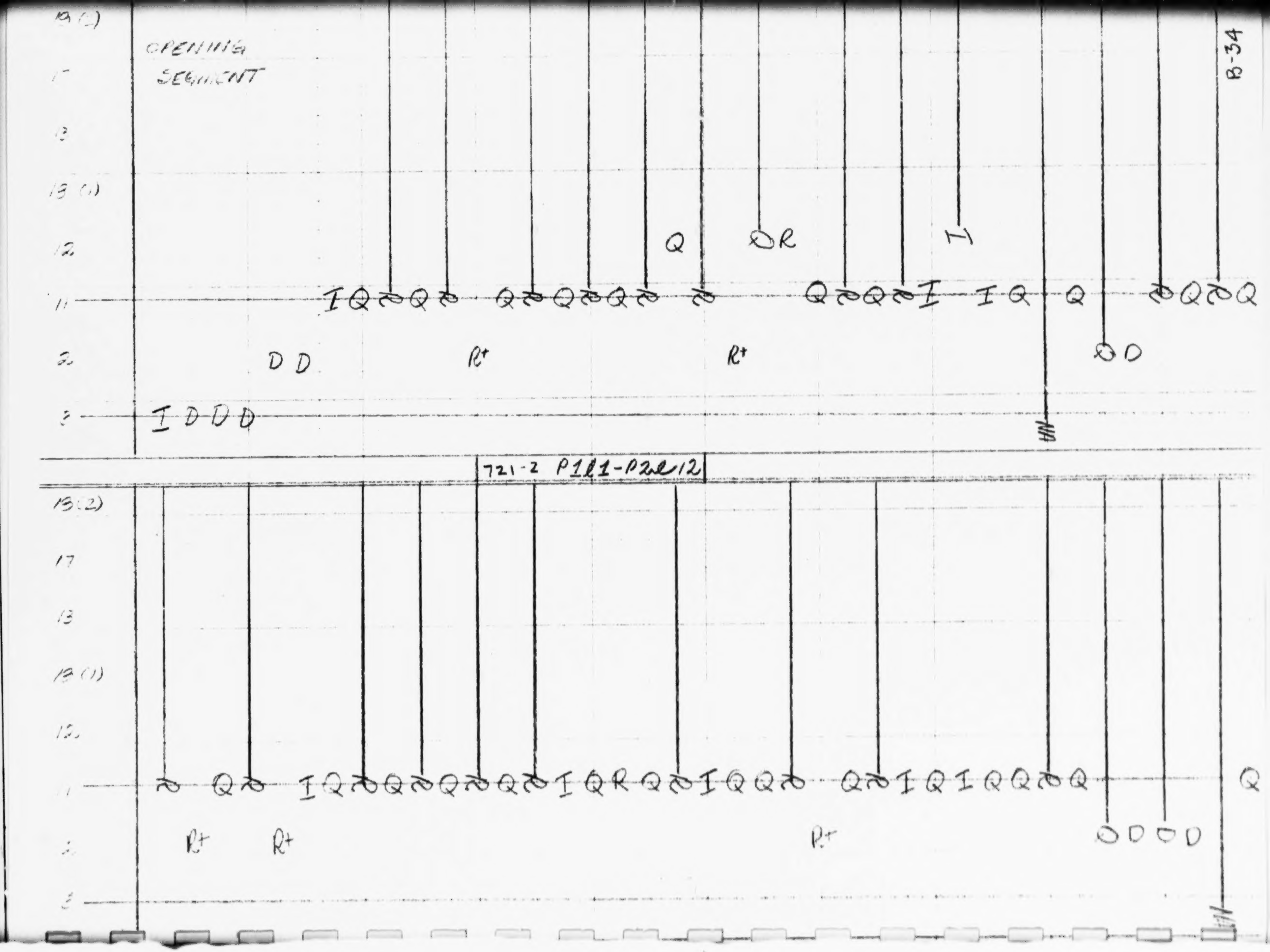
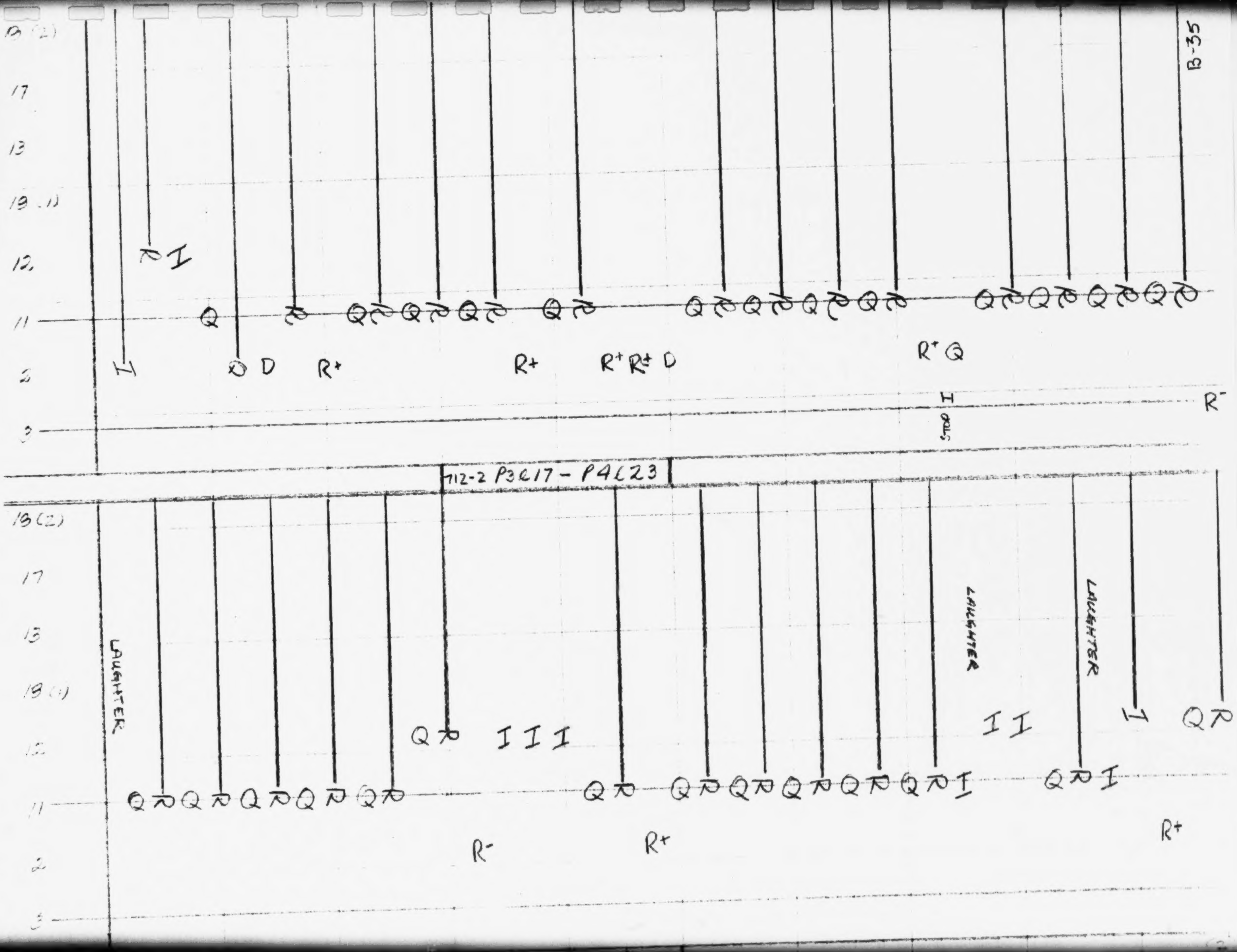
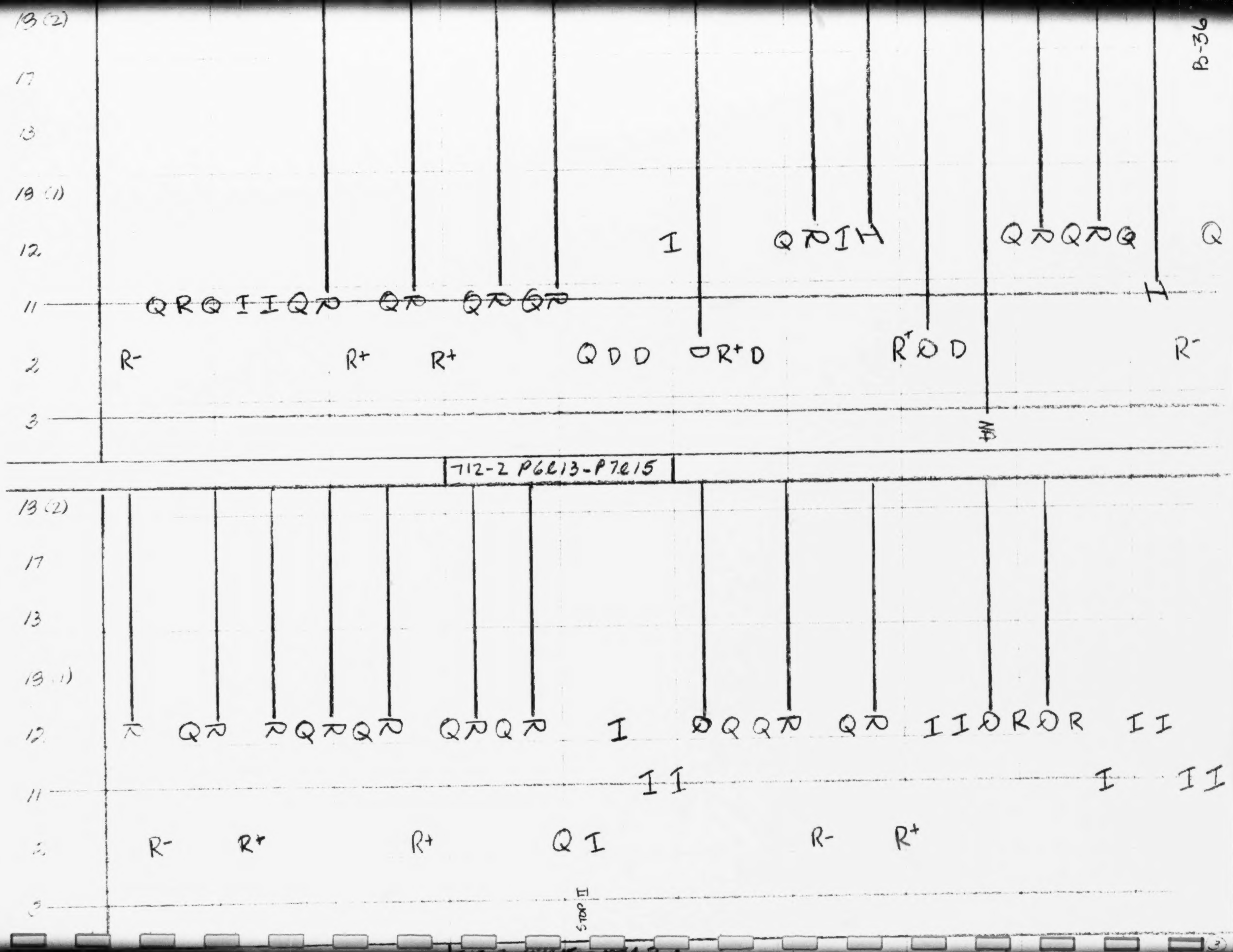
R+
R+
R+
R+
R+

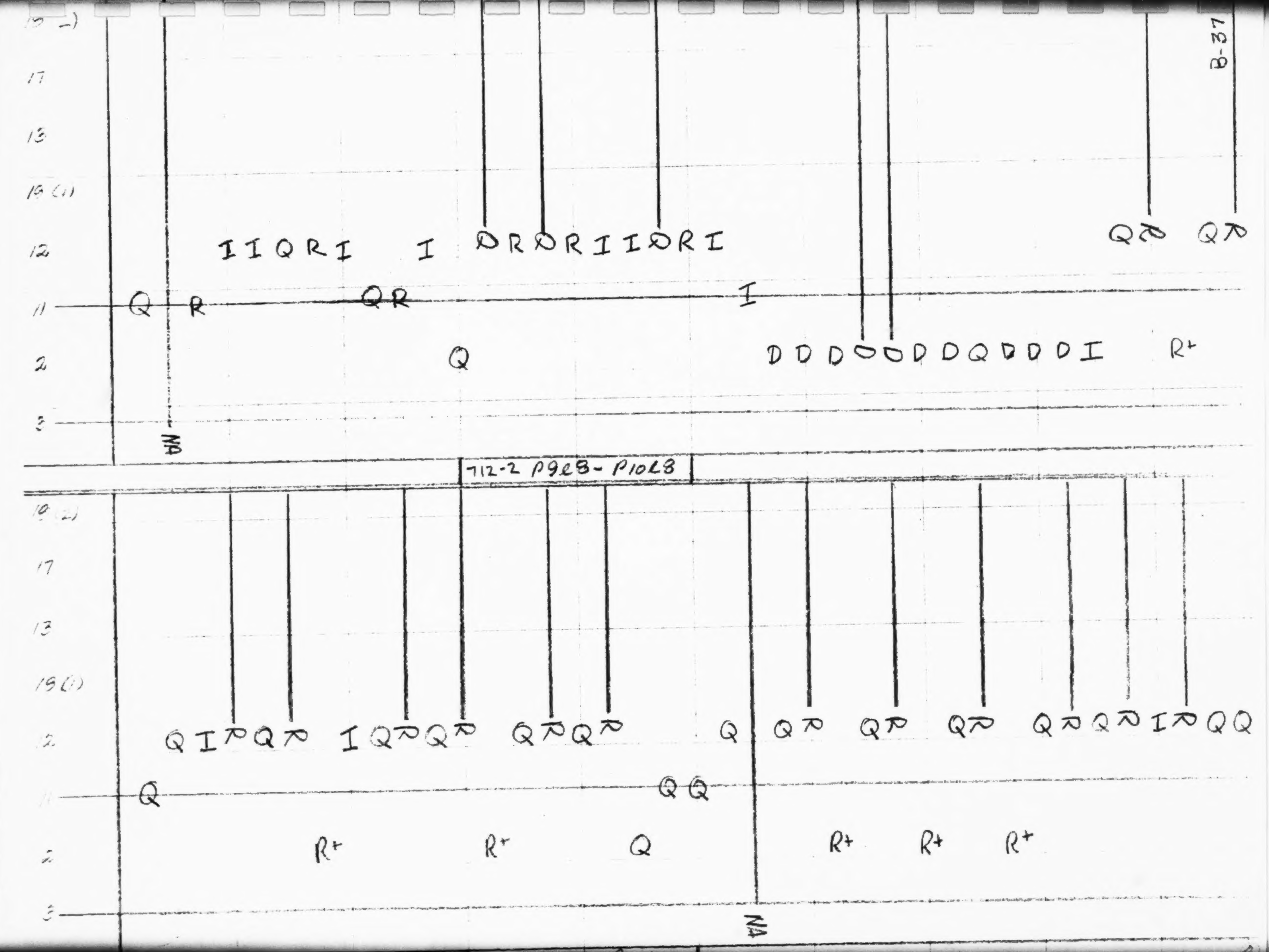

13 (2)
17
13
13 (1)
12
11
2
3
R IR QRIQ QR QQR QRQ QR QR
I I I QR I
R+ R+ R+ QDD DQDD
R-
721-1 P17C8 -END
19 (2)
17
13
13 (1)
12
11
2
3

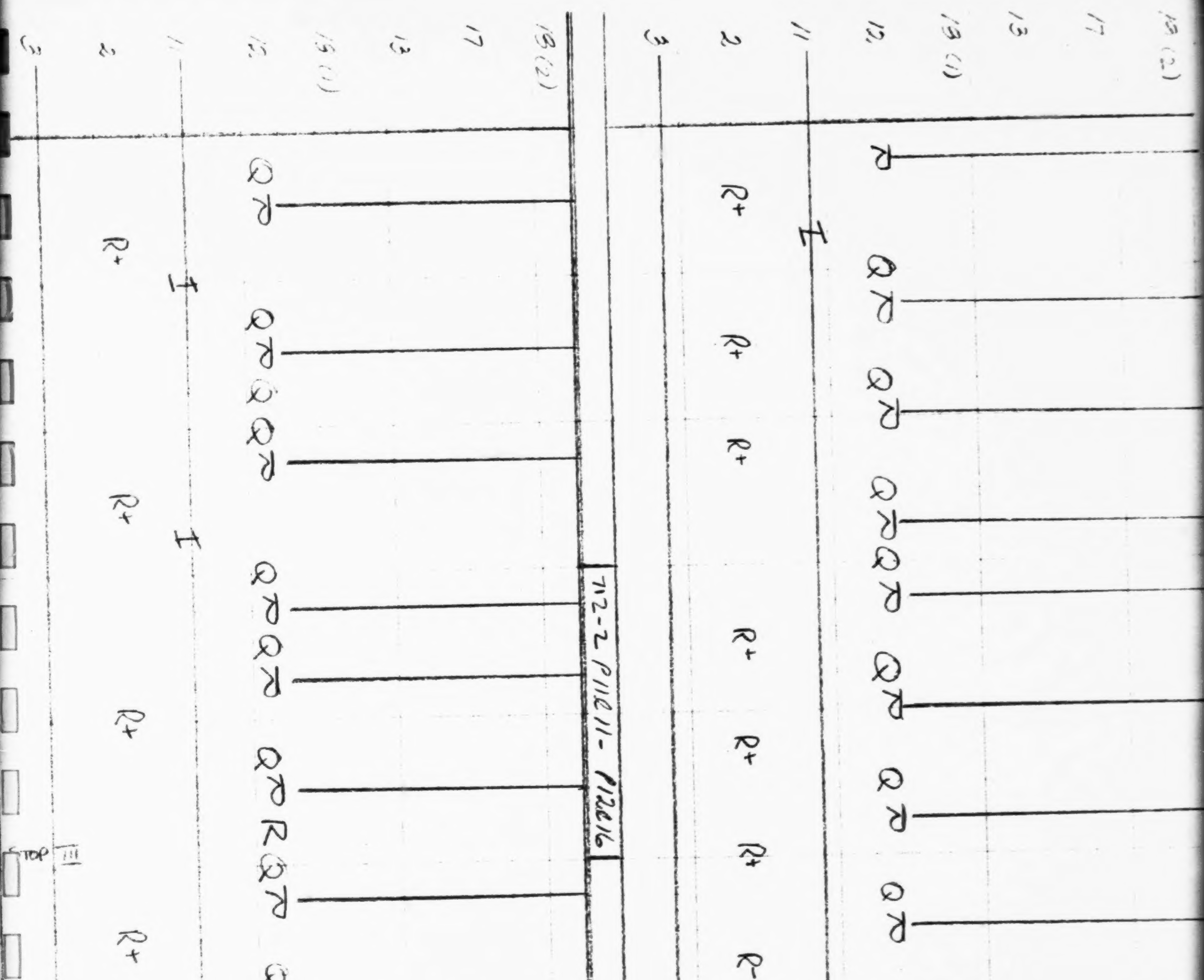

OPENING SEGMENT
I Q R Q R Q R Q R Q R R Q R Q R I I Q Q R Q R Q
Q Q R I
D D R+ R+ Q D
I D D D
721-2 P1l1-P2l12
R Q R I Q R Q R Q R Q R I Q R Q R I Q Q R Q R I Q I Q Q R Q Q
R+ R+ R+ O D O D

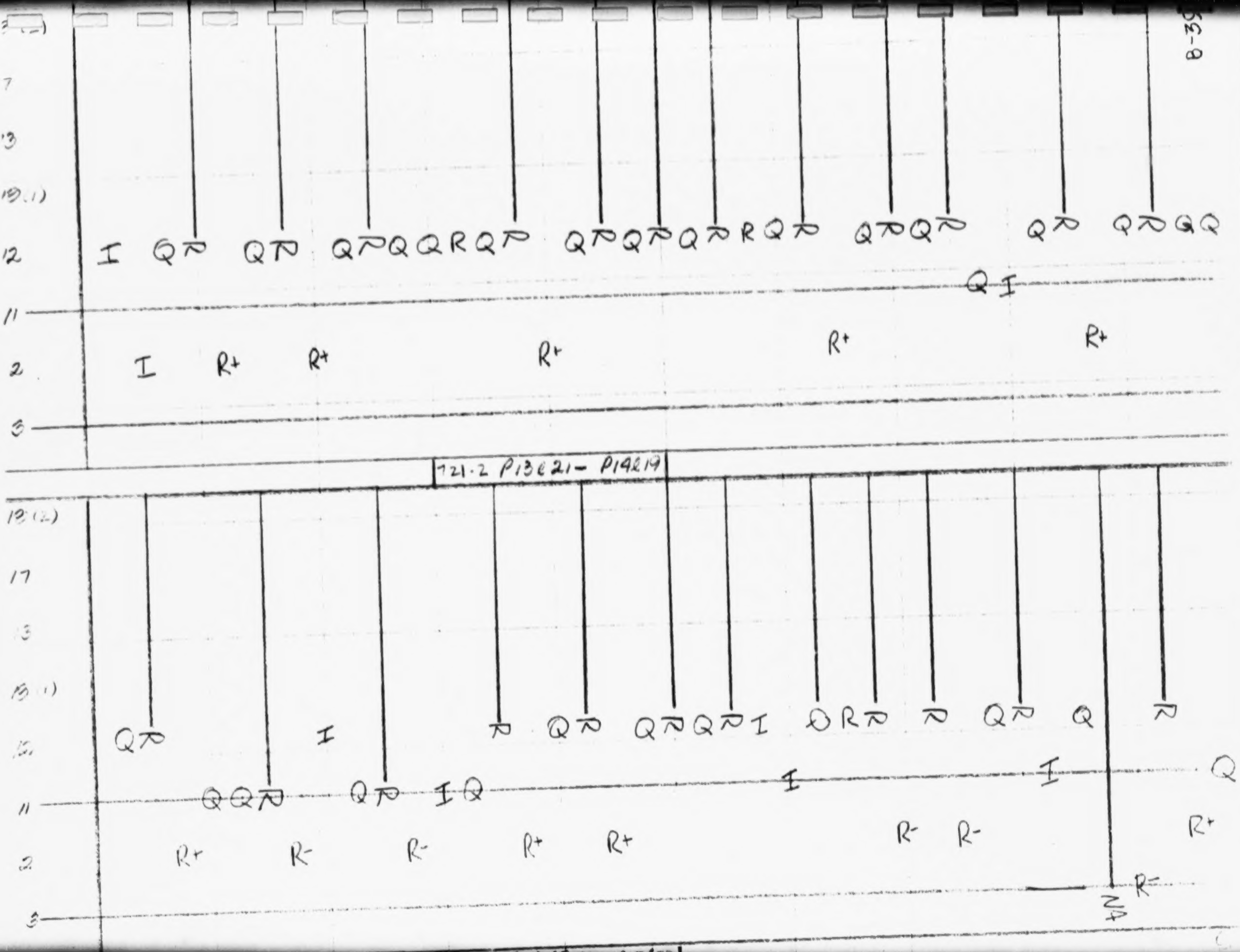

13 (2)
17
13
19 (1)
12
11
2
3
R I
I
Q
Q D
R+
Q R Q R Q R Q R Q R
R+
R+ R+ D
Q R Q R Q R Q R
R+ Q
Q R Q R Q R Q R
I
STOP
R-
712-2 P3L17 - P4L23
LAUGHTER
Q R Q R Q R Q R Q R
Q R
I I I
R-
Q R
R+
Q R Q R Q R Q R Q R I
LAUGHTER
I I
LAUGHTER
Q R I
I
Q R
R+

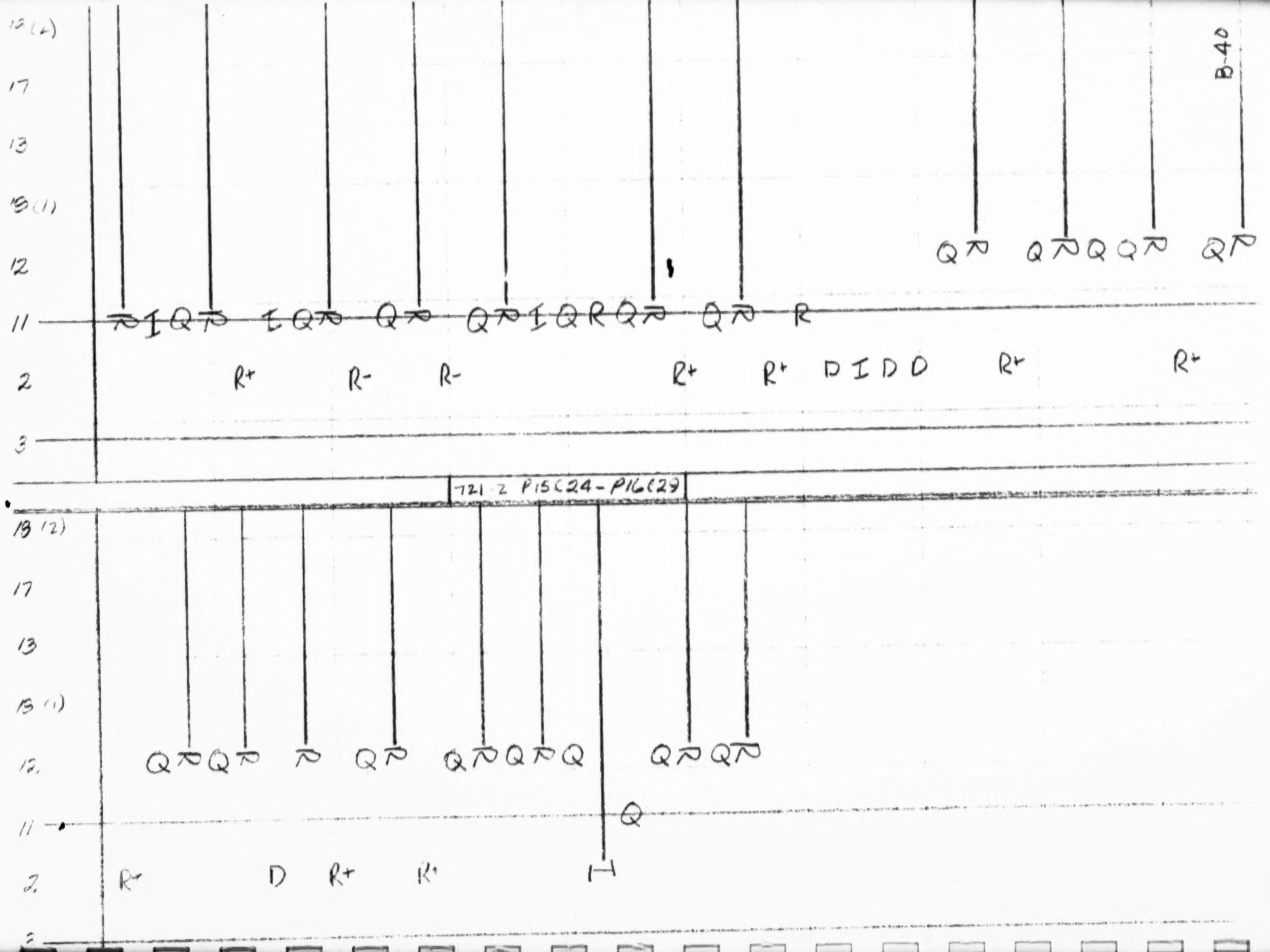


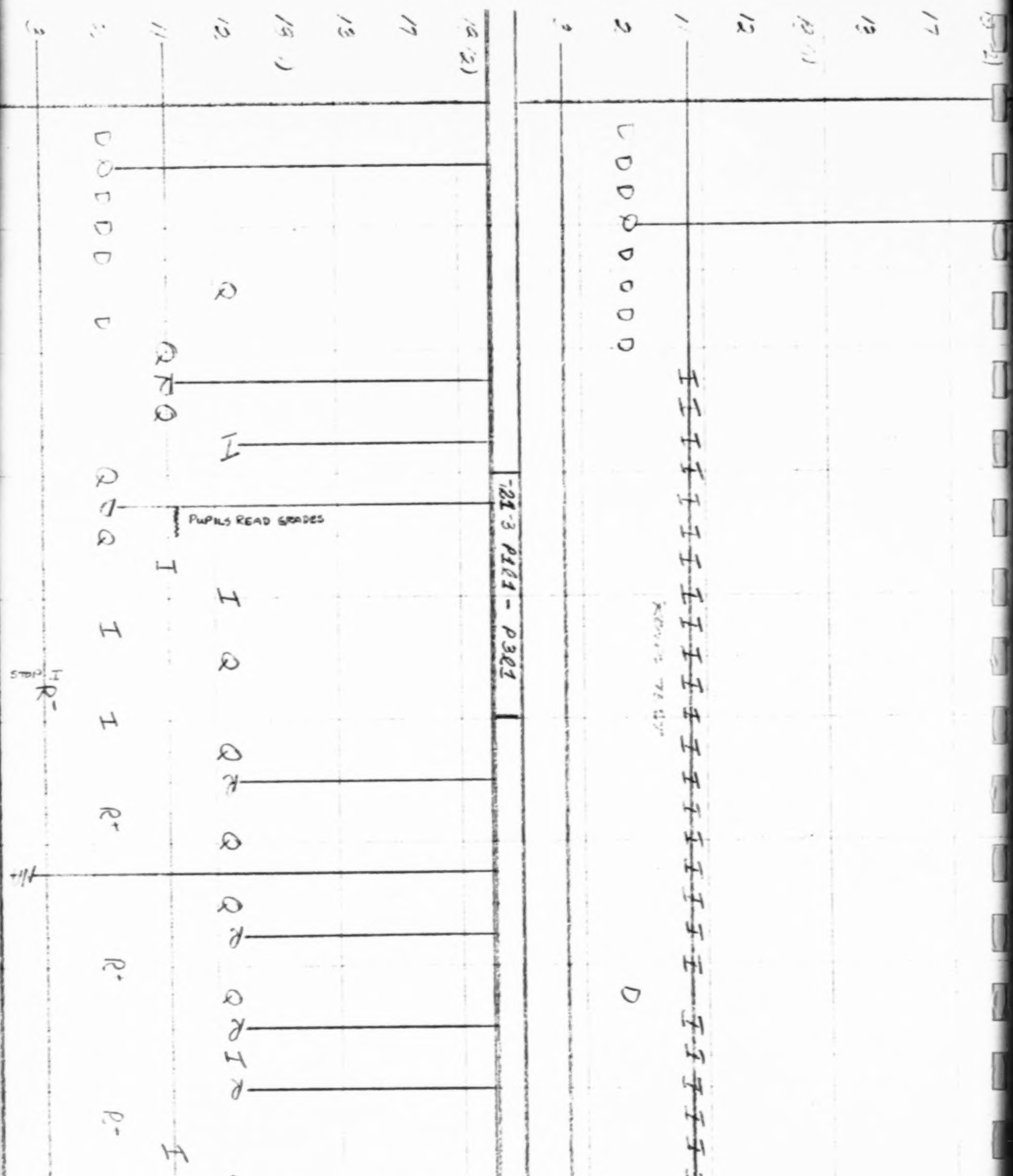
13 (2)
17
13
19 (1)
12
11
2
3
QRQIIQR QR QRQR
R- R+ R+
QDD DR+D R+OD R-
I QRIH QRQRQ Q
I
712-2 P6L13-P7L15
R QR RQRQR QRQR I QQQR QR IIOROR II
II I II
R- R+ R+ QI R- R+
STOP II

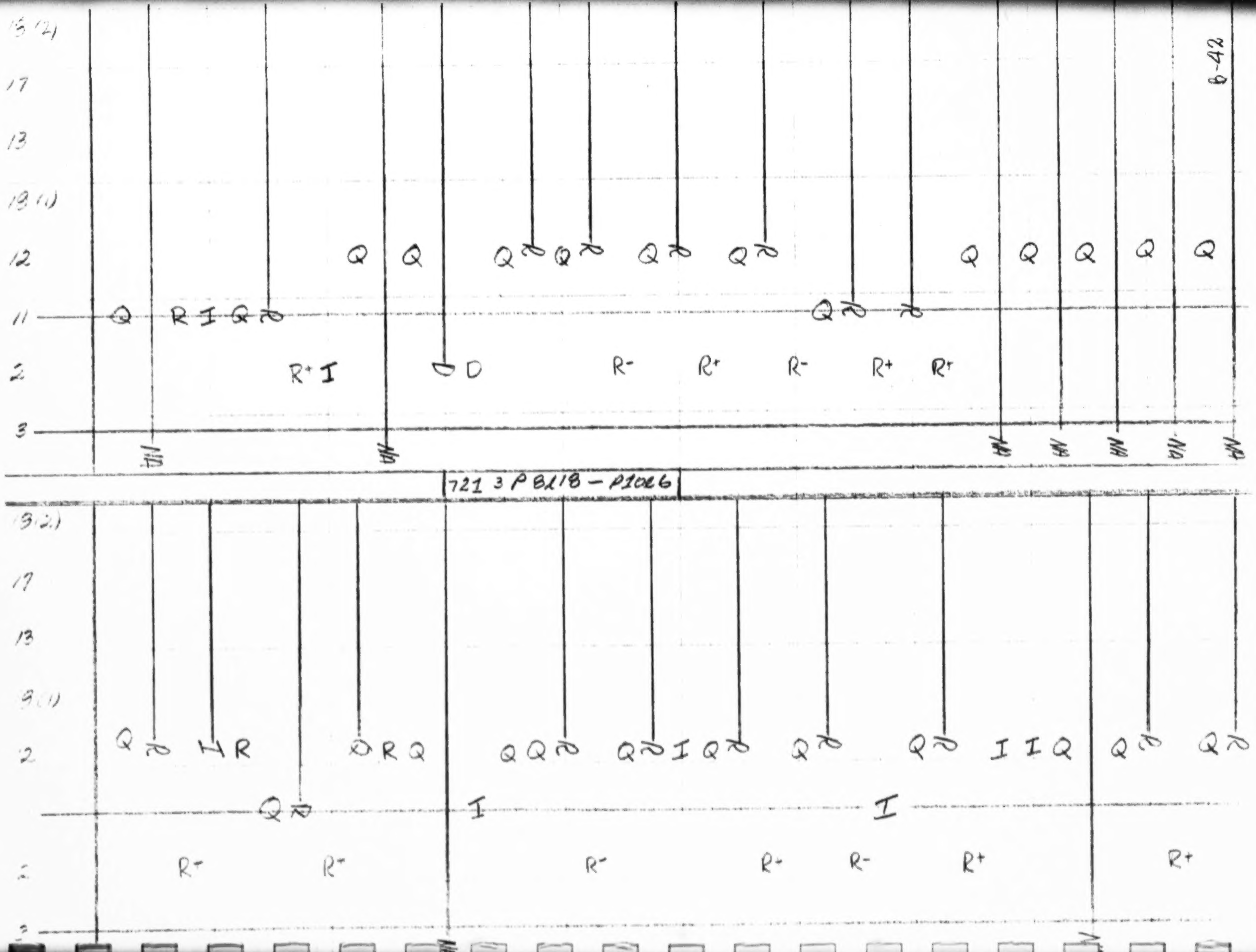

19 (2)
17
13
19 (1)
12
11
2
3
NA
IIQRI I DRDRIIDRI
QR QR
Q R QR I
Q DDDDDDDQDDDI R+
712-2 P9L3 - P10L8
QIRQR IQRQR QRQR Q QR QR QR QRQRIRQQ
Q QQ
R+ R+ Q R+ R+ R+

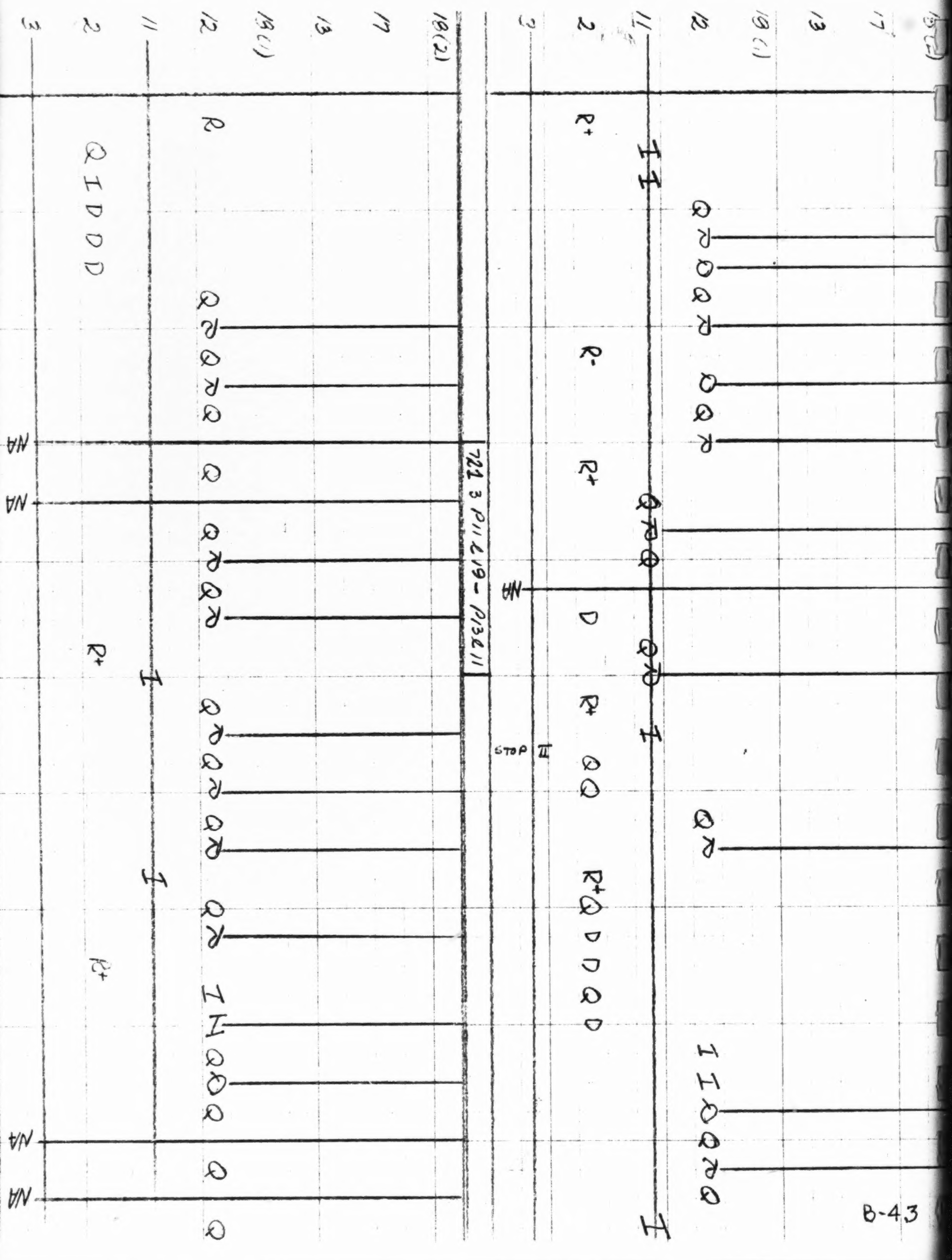

13 (2)
17
13
13 (1)
12
11
2
3
NA
712-2 P11@11- P12@16
STOP
I
Q R
R+
R-
I I Q
D Q D
R+ Q D

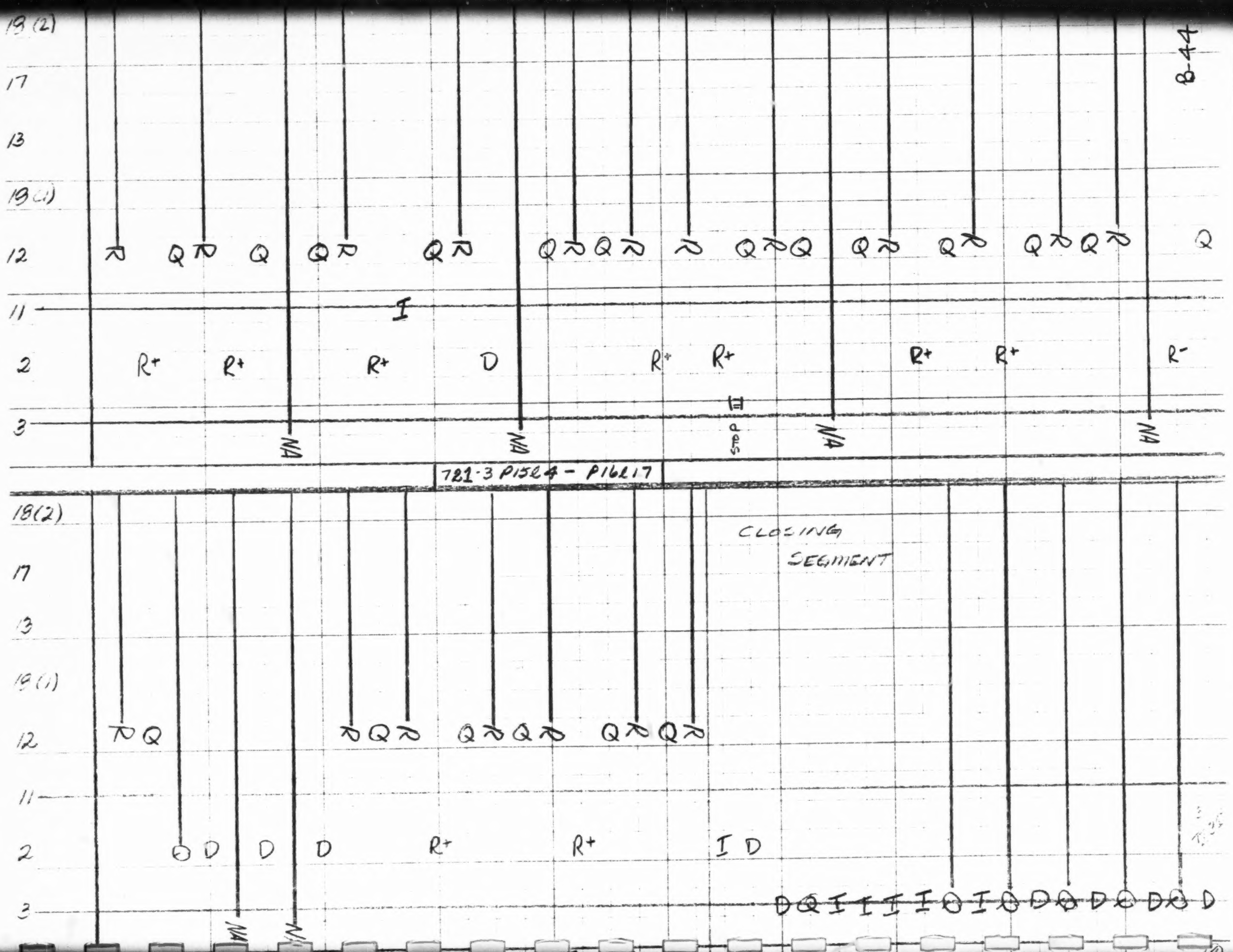

3 (-)
I QR QR QRQQRQR QRQRQRRQR QRQR QR QRQQ
Q I
I R+ R+ R+ R+ R+
721.2 P13e21 – P14e19
QR I R QR QRQRI ORR R QR Q R
QQR QR IQ I I Q
R+ R- R- R+ R+ R- R- R+
R=
NA

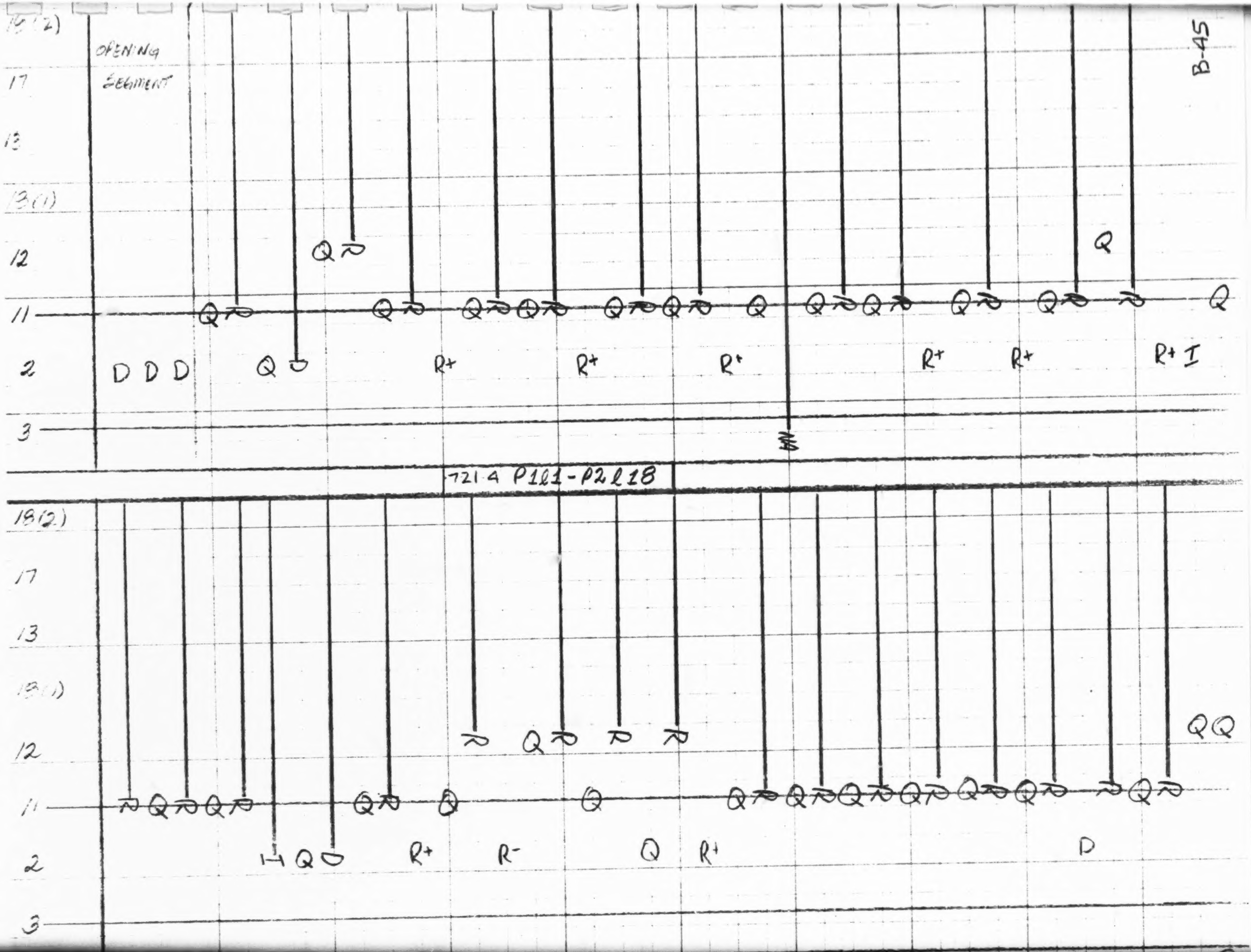

19 (2)
17
13
13 (1)
12
11
2
3
RIQR IQR QR QRIQRQR QR R
R+ R- R- R+ R+ DIDD R+ R+
QR QRQQR QR
721 2 P15(24-P16(29
18 (2)
17
13
13 (1)
12
11
2
QRQR R QR QRQRQ QRQR
Q
R+ D R+ R+
⊢

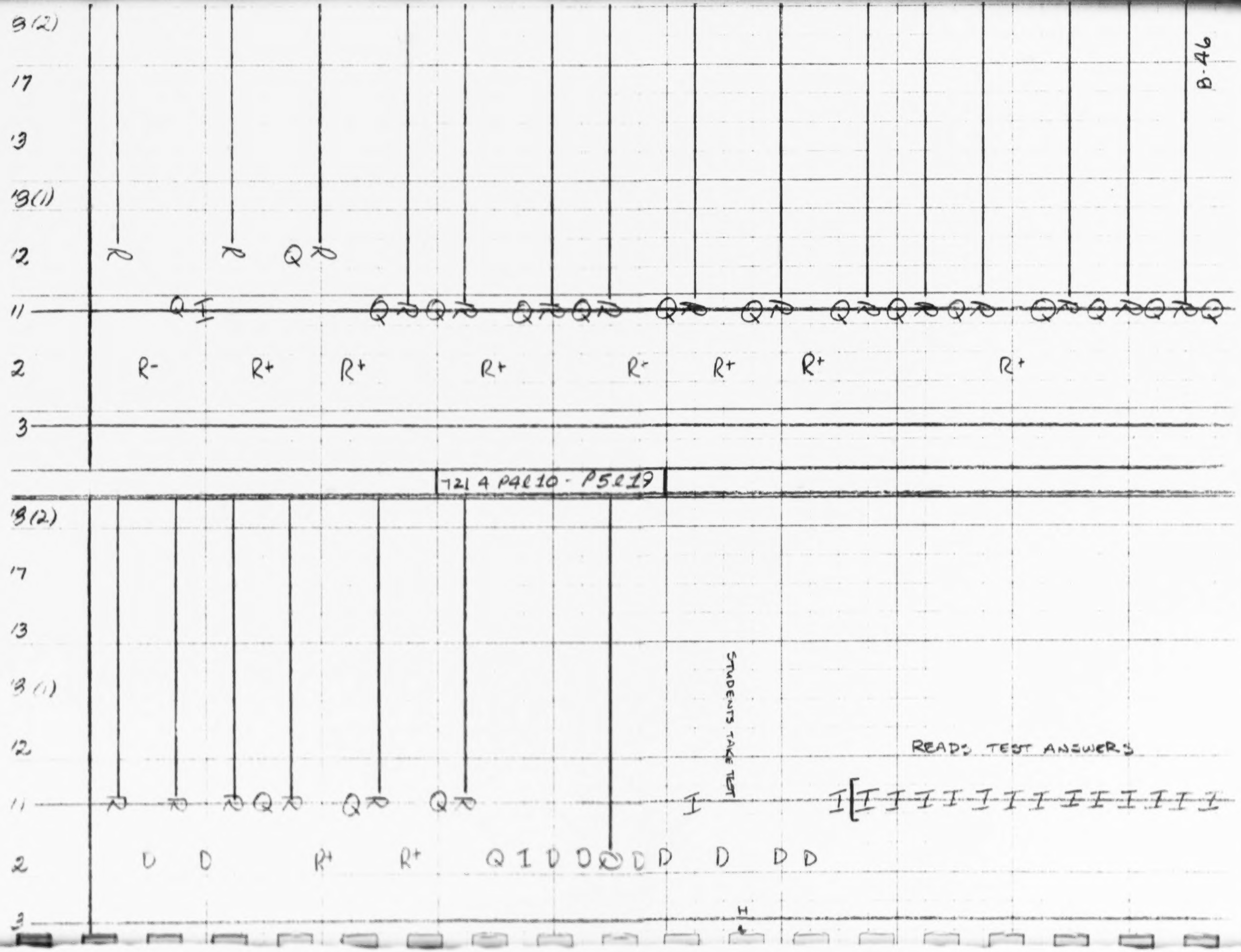

PUPILS READ GRADES
T21-3 P1E1 - P3E1
STOP I
R-
17
13
12
1
2
11
D
Q
I
R
R-

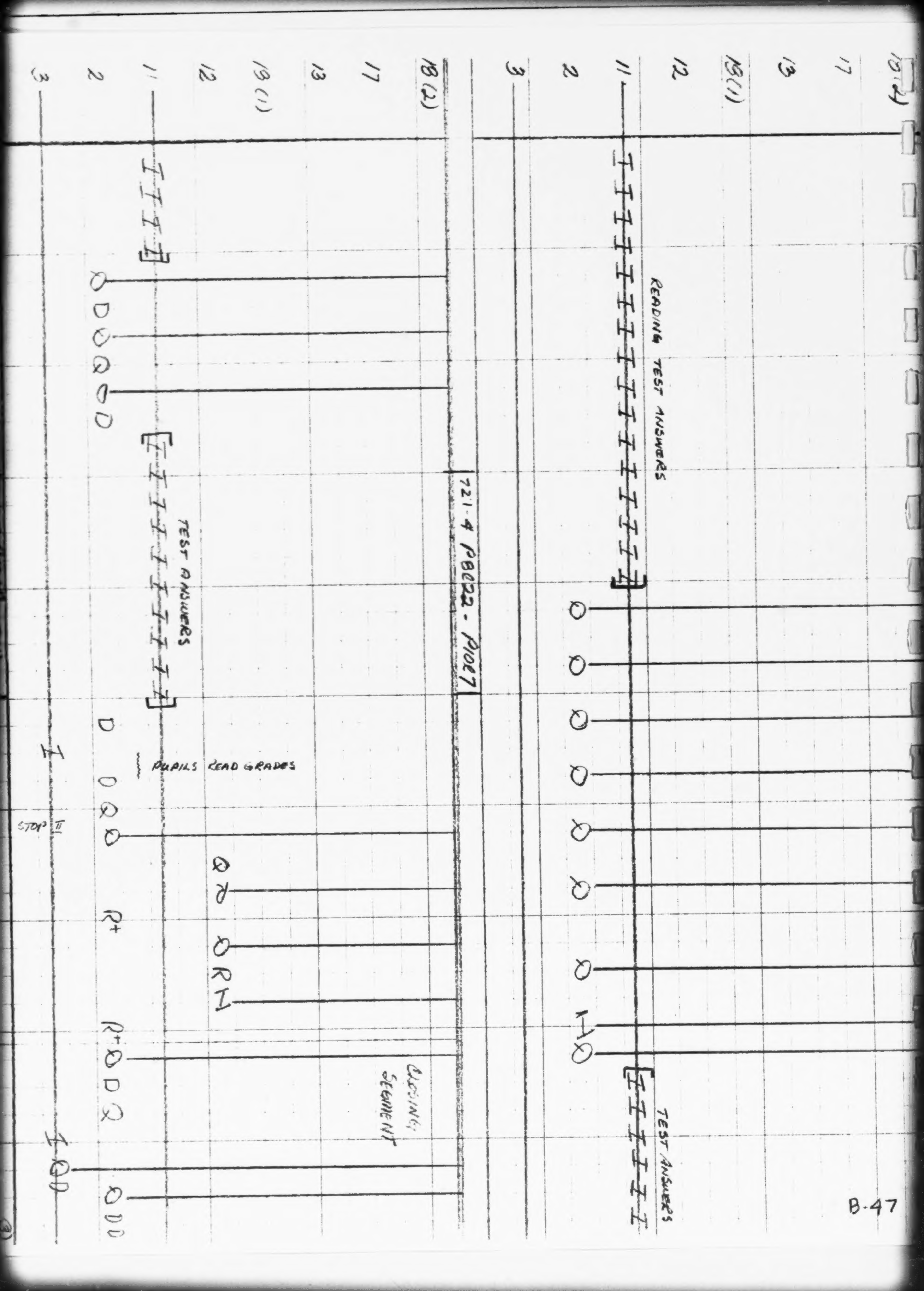

721 3 P B218 – P1026
15(2)
17
13
19(1)
12
11
2
3
Q R I Q R
R+ I
Q Q
D D
Q R Q R Q R Q R
Q R R
R- R+ R- R+ R+
Q Q Q Q Q
NA
Q R H R
Q R
D R Q
I
Q Q R
Q R I Q R
Q R
Q R I I Q
I
Q R Q R
R+ R+ R- R+ R- R+ R+

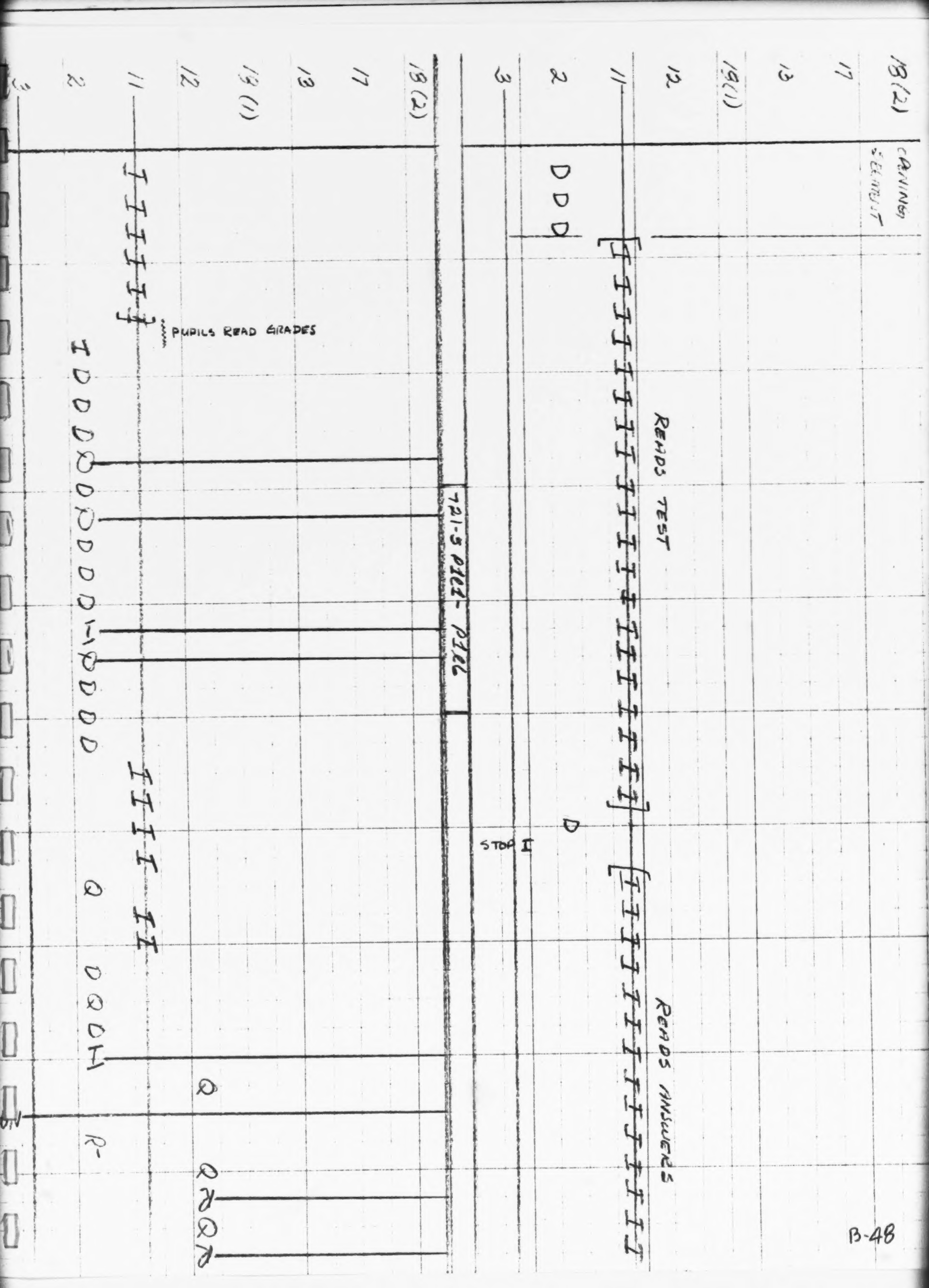
19(2)
17
13
19(1)
12
11
2
3
Q R Q R Q R Q R
I I
R+
R-
D
I
Q I D D D
R
NA
721 3 P11 L19- P13 L11
STOP III
R+ Q D D Q D
I I Q Q R Q
I H Q Q Q

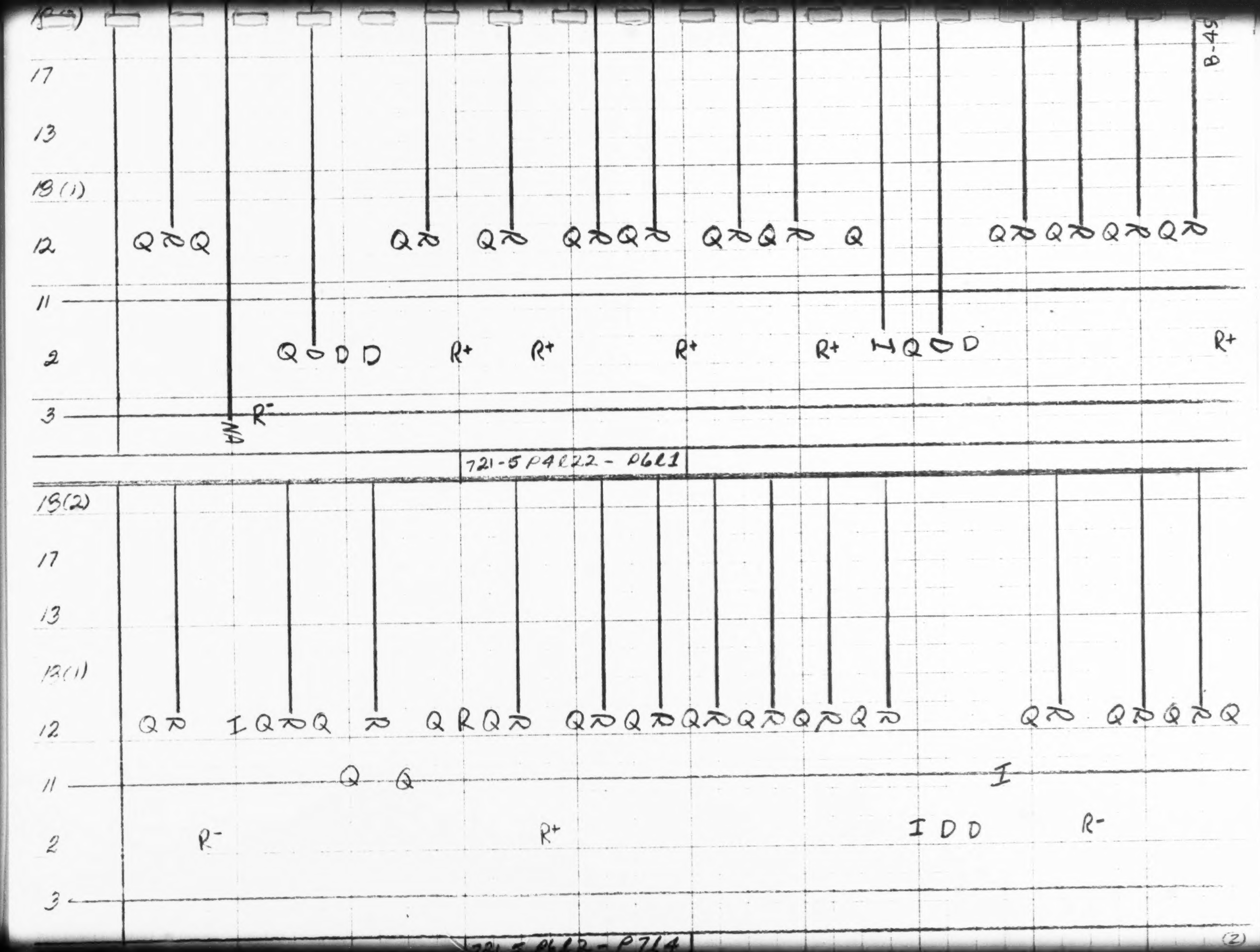

19(2)
17
13
19(1)
12
11
2
3
R Q R Q Q R Q R Q R Q R R Q R Q Q R Q R Q R Q R Q
I
R+ R+ R+ D R+ R+ R+ R+ R-
NA NA NA NA
STOP
721-3 P1524 - P1617
18(2)
17
13
19(1)
12
11
2
3
CLOSING
SEGMENT
R Q R Q R Q R Q R Q R Q R
O D D D R+ R+ I D
D Q I I I I O I O D O D O D O D
NA NA

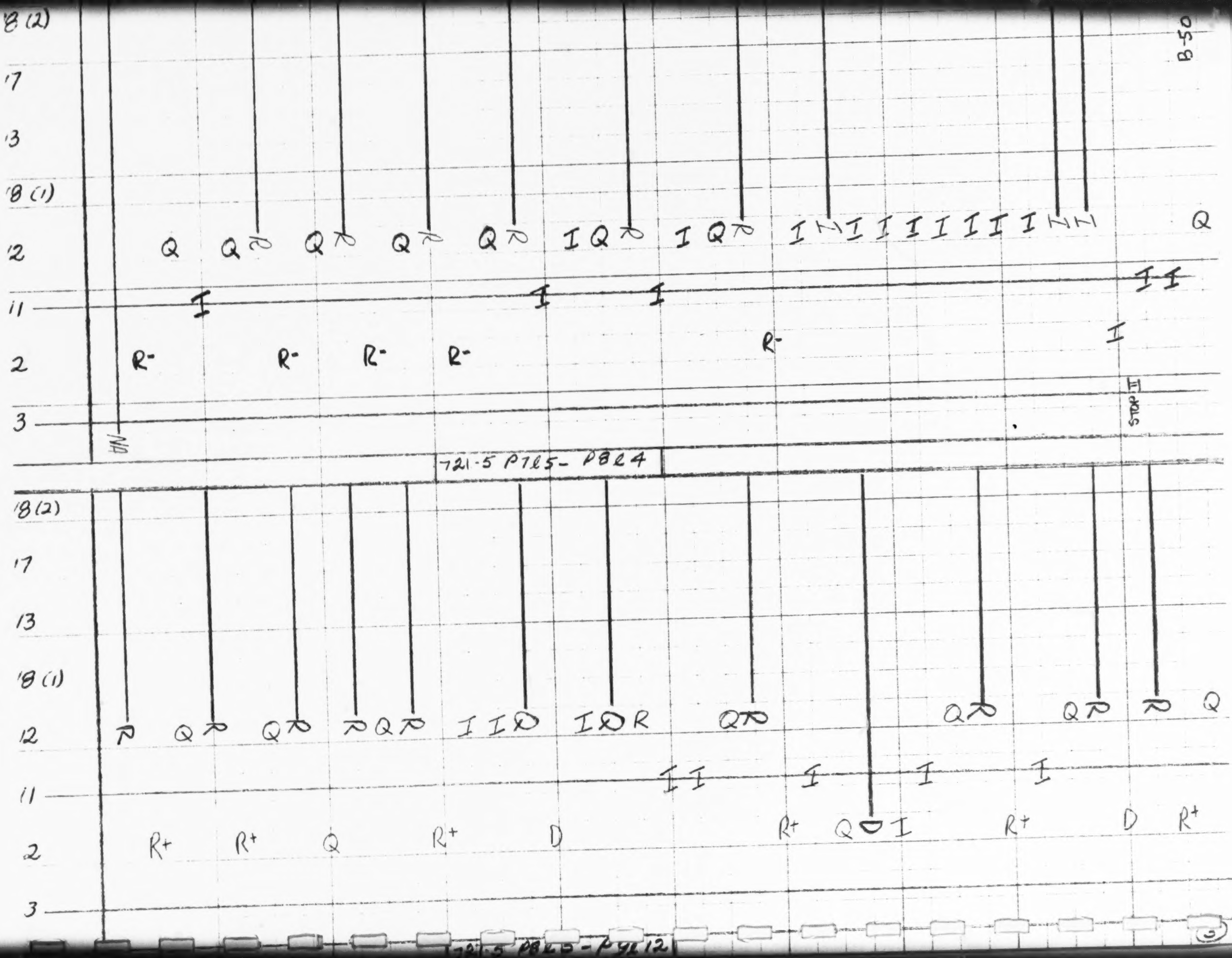

18(2)
17
13
13(1)
12
11
2
3
OPENING
SEGMENT
D D D
Q
Q R
R+
R+
R+
R+
R+
R+ I
Q
721.4 P1l1-P2l18
18(2)
17
13
13(1)
12
11
2
3
R
Q R
R
R
QQ
Q
Q
Q
R+
R-
Q
R+
D


3(2)
17
13
3(1)
12
11
2
3
R
R
Q R
Q I
Q R Q R Q R Q R Q R Q R Q R Q R Q R Q R Q R Q R Q
R-
R+
R+
R+
R-
R+
R+
R+
T21 A P4L10 - P5L19
3(2)
17
13
3(1)
12
11
2
3
R R R Q R Q R Q R
I
STUDENTS TAKE TEST
READS TEST ANSWERS
I I I I I I I I I I I I I I
D D R+ R+ Q 1 D D Q D D D D D
H

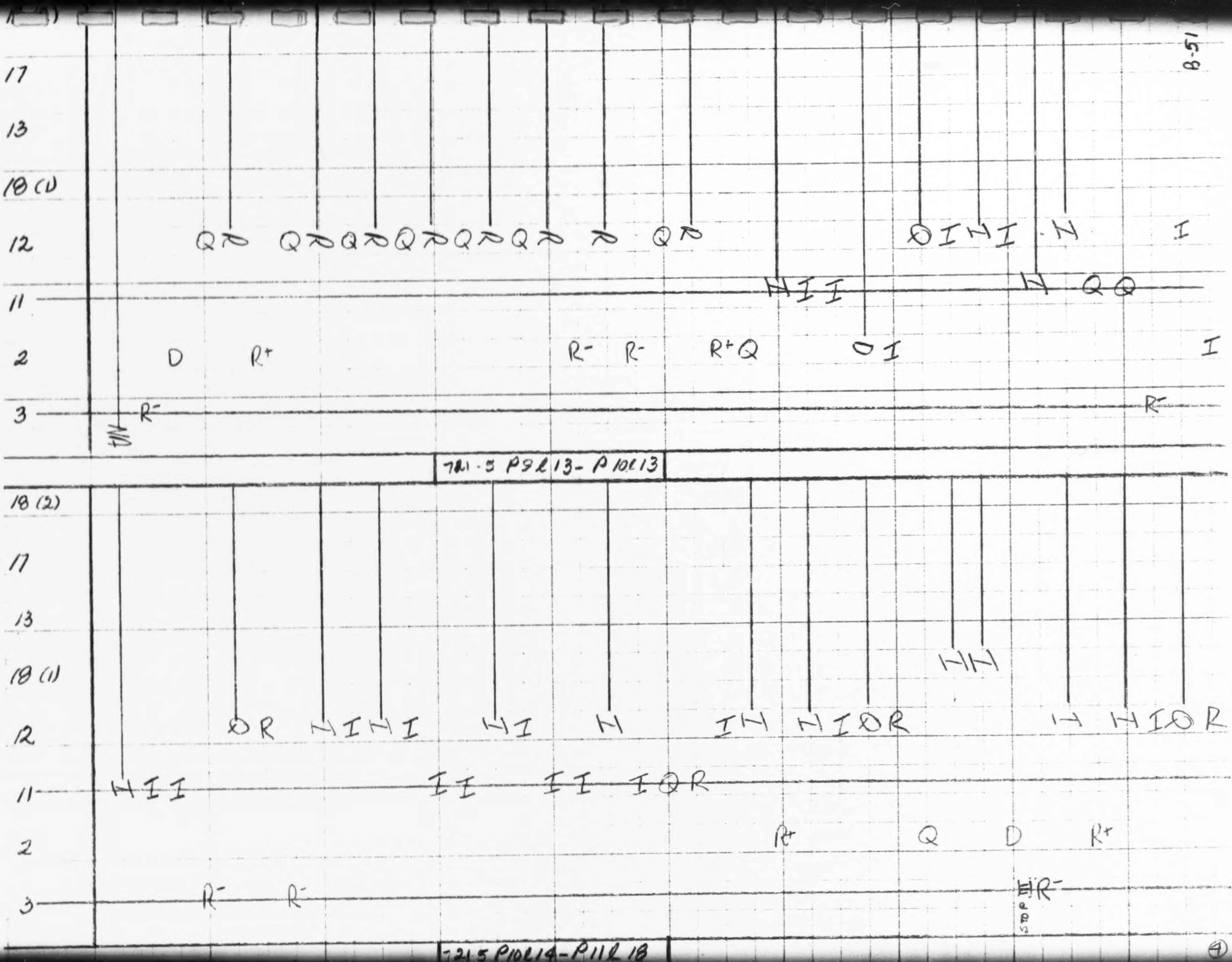

READING TEST ANSWERS
TEST ANSWERS
721-4 P8022 - P1027
TEST ANSWERS
PUPILS READ GRADES
STOP II
CLOSING SEGMENT


CANNED SEGMENT
READS TEST
STOP II
READS ANSWERS
PUPILS READ GRADES
721-5 PIECE - PIECE

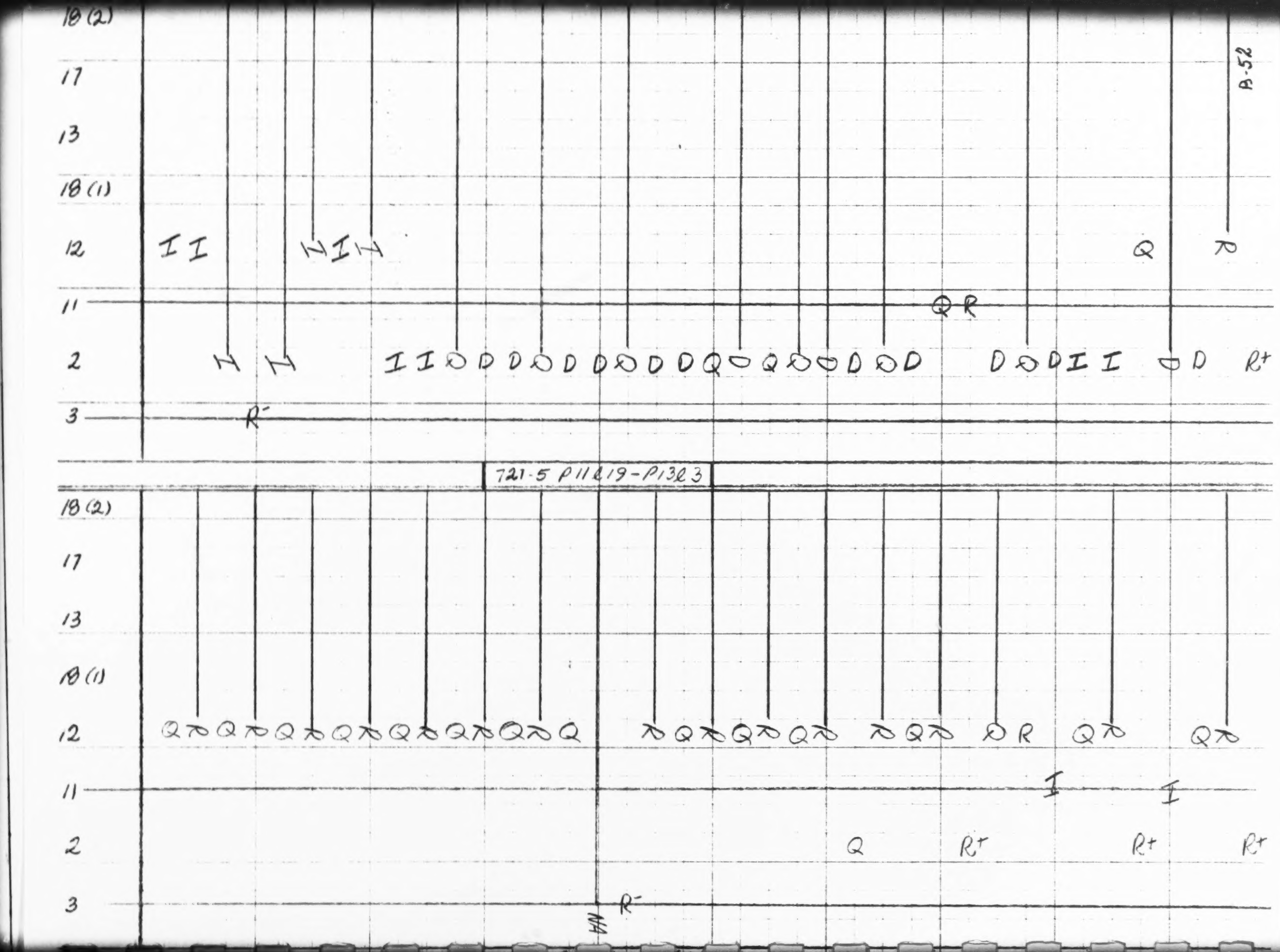

B-45
17
13
13(1)
12
11
2
3
Q R Q
Q D D D
R-
NA
Q R
Q R
Q R Q R
Q R Q R
Q
R+
R+
R+
R+
I Q D D
Q R Q R Q R Q R
R+
721-5P4C22-P6L1
13(2)
17
13
13(1)
12
11
2
3
Q R
I Q R Q
R
Q R Q R
Q R Q R Q R Q R Q R Q R
Q R
Q R Q R Q
Q
Q
R-
R+
I
I D D
R-
(2)

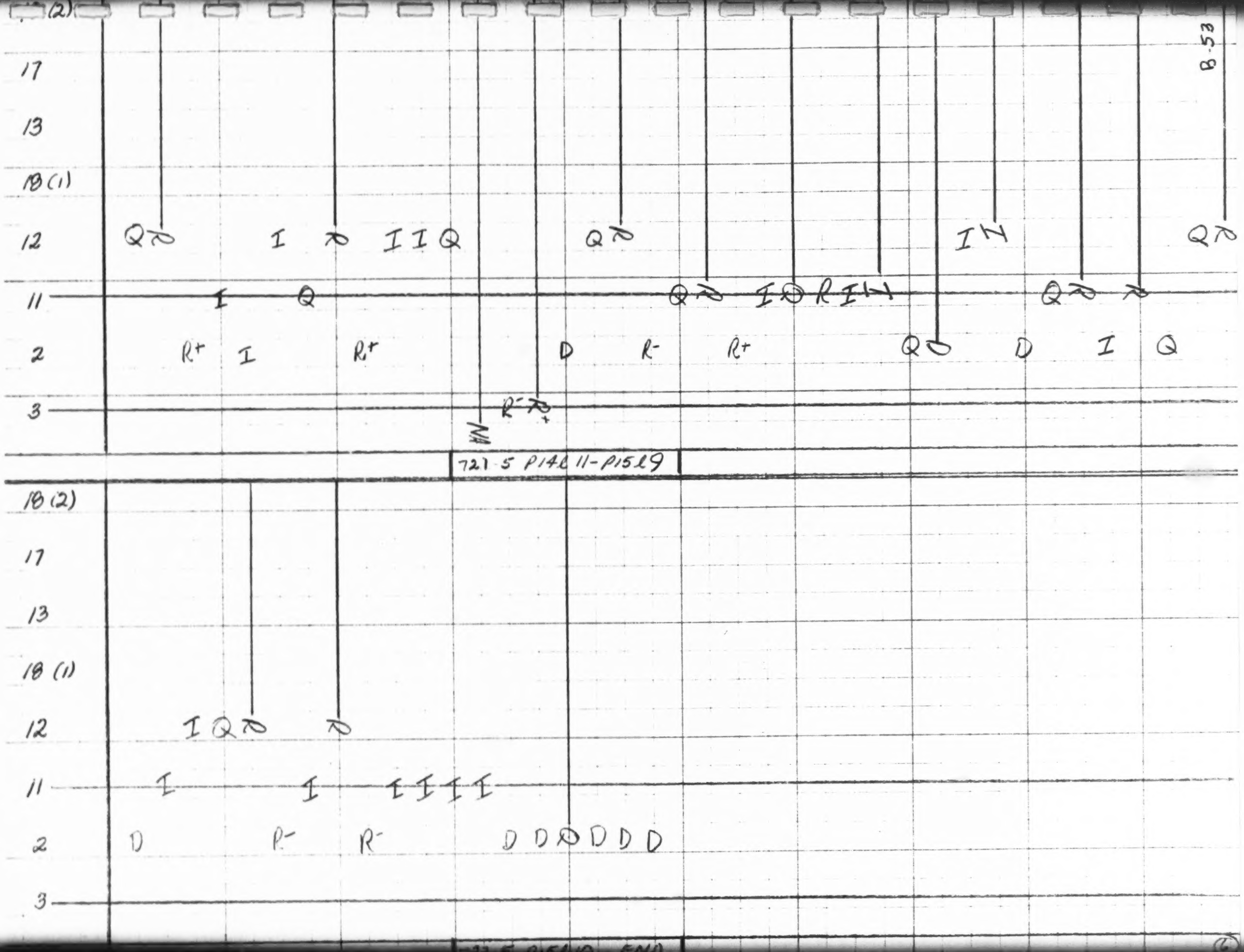

'8 (2)
'7
'3
'8 (1)
'2
'1
2
3
Q Q Q Q Q I Q I Q I I I I I I I I I I I Q
I I I I I
R- R- R- R- R- I
STOP II
NA
721-5 P7L5 - P8L4
'8 (2)
'7
'3
'8 (1)
'2
'1
2
3
Q Q R Q Q I I Q I Q R Q Q Q R Q
I I I I I I
R+ R+ Q R+ D R+ Q I R+ D R+
721-5 P8L5 - P9L12

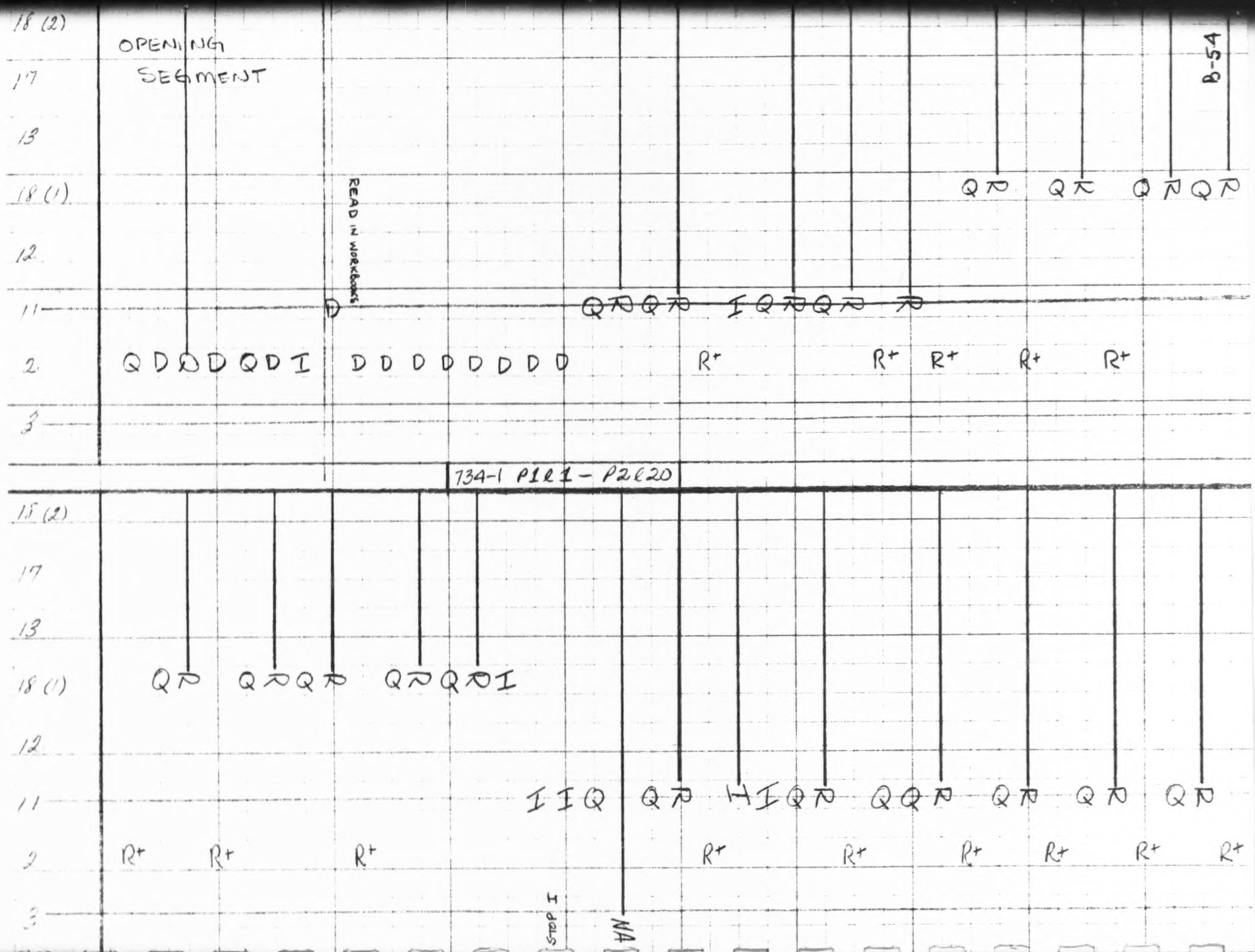
B-51

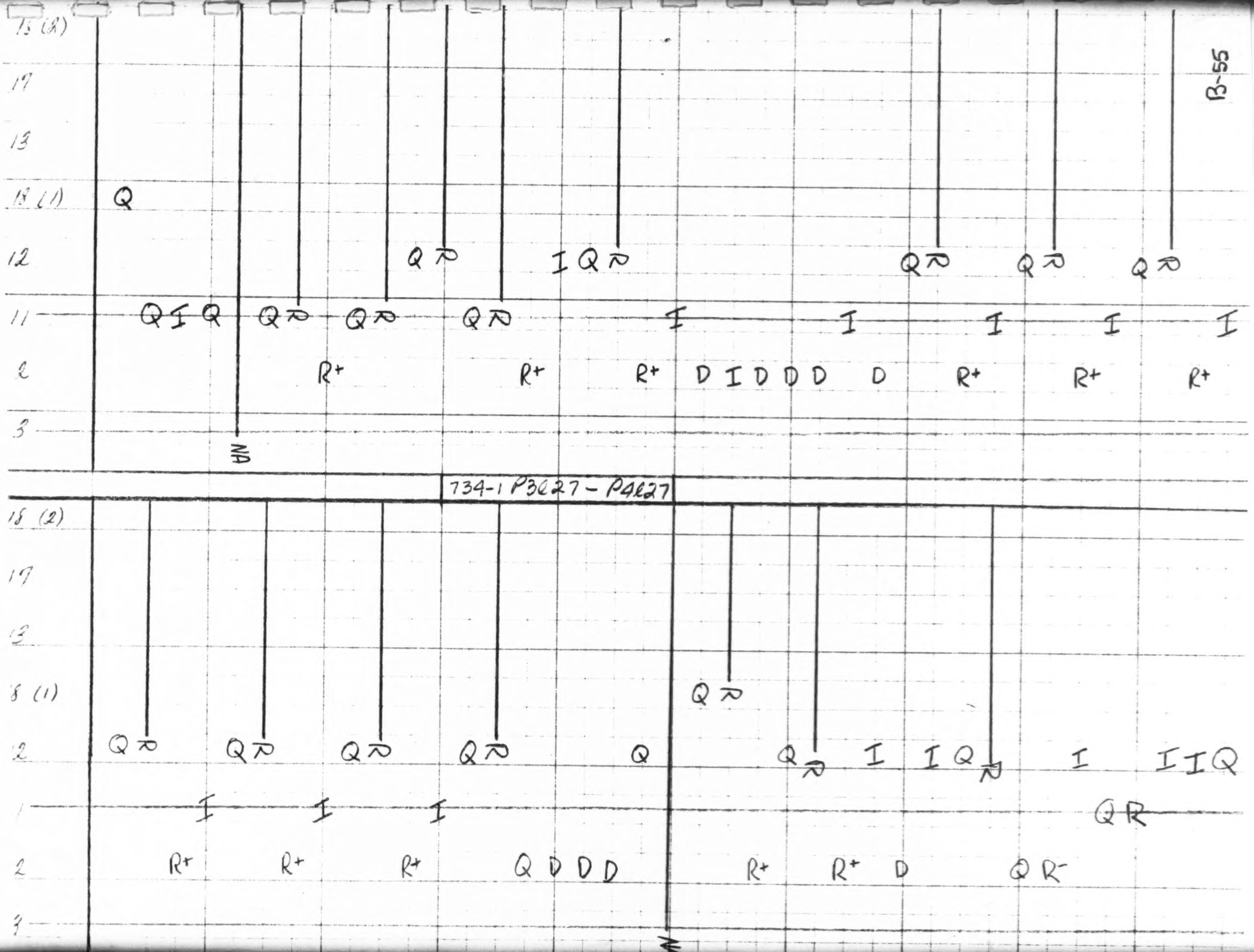

17
13
18 (1)
12
11
2
3
QR QRQRQRQRQR R QR
OIHI H
I
HII
H QQ
D R+
R- R-
R+Q
OI
I
R-
R-
721.5 P9l13- P10l13
18 (2)
17
13
18 (1)
12
11
2
3
HH
OR HIHI
HI
H
IH
HIOR
H
HIOR
HII
II
II
IOR
R+
Q
D
R+
R-
R-
≡R-
STOP
721.5 P10l14-P11l18

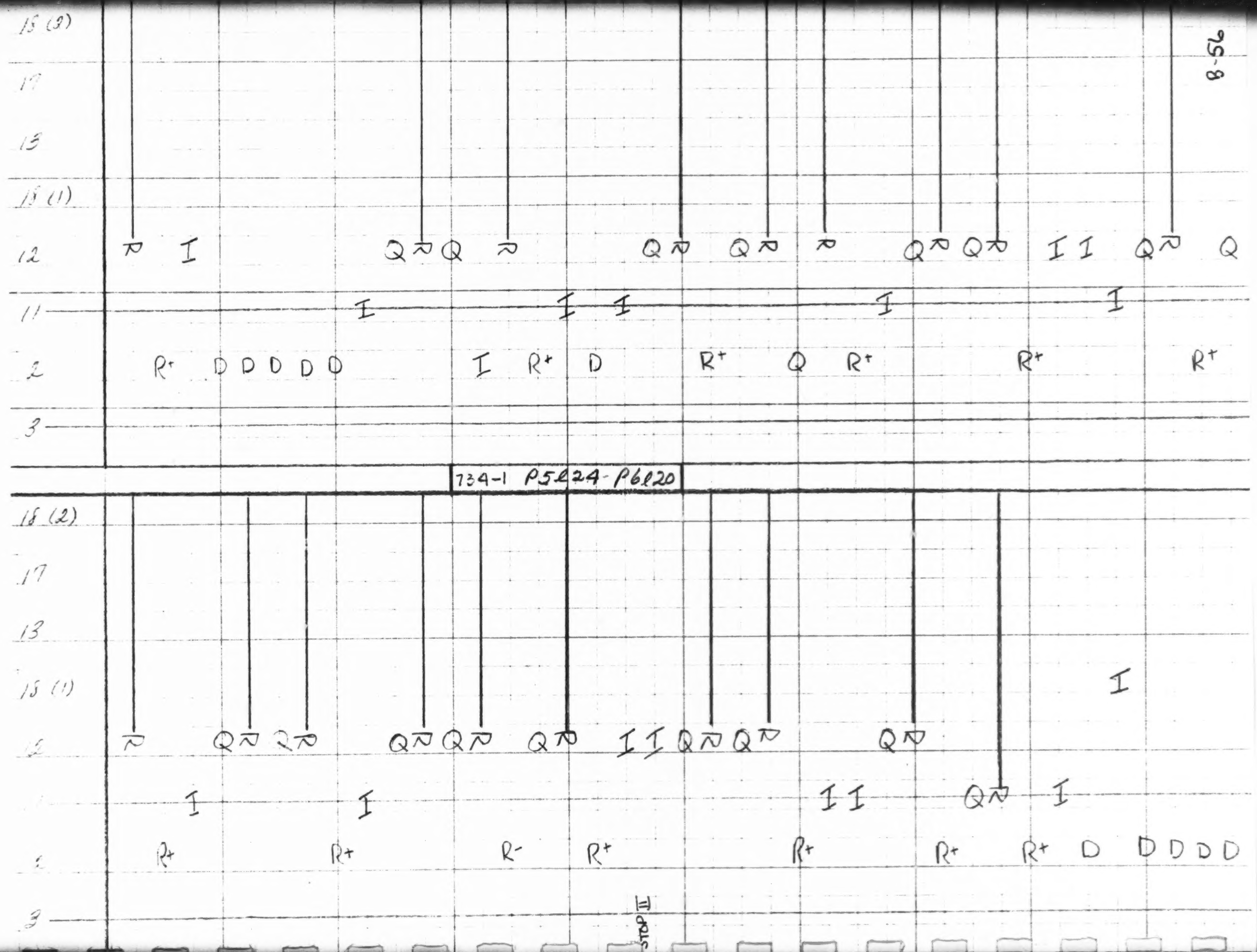
④


18(2)
17
13
18(1)
12
11
2
3
721-5 P11&19-P13&3
NA
R-
R+
Q
R
I
D


(2)
17
13
18 (1)
12
Q R I R I I Q Q R I H Q R
11
I Q Q R I Q R I H Q R R
2
R+ I R+ D R- R+ Q D D I Q
3
R- R+
727.5 P14l11-P15l9
18 (2)
17
13
18 (1)
12
I Q R R
11
I I I I I I
2
D R- R- D D D D D D
3


18 (2)
17
13
18 (1)
12
11
2
3
OPENING SEGMENT
READ IN WORKBOOKS
Q D Q D Q D I D D D D D D D D
Q R Q R I Q R Q R R
R+ R+ R+ R+ R+
Q R Q R Q R Q R
734-1 P1 l 1 – P2 l 20
15 (2)
17
13
18 (1)
12
11
2
3
Q R Q R Q R Q R Q R I
I I Q Q R H I Q R Q Q R Q R Q R Q R
R+ R+ R+ R+ R+ R+ R+ R+ R+
STOP I
NA


15 (2)
17
13
13 (1)
12
11
2
3
Q
QIQ
QR
QR
QR
QR
IQR
QR
QR
QR
I
I
I
I
I
R+
R+
R+
D I D D D
D
R+
R+
R+
NA
734-1 P3C27 – P4C27
15 (2)
17
13
8 (1)
2
1
2
3
QR
QR
QR
QR
Q
QR
QR
I
IQR
I
IIQ
I
I
I
QR
R+
R+
R+
Q D D D
R+
R+
D
QR-
N
N


15 (3)
17
13
15 (1)
12
R I Q R Q R Q R Q R R Q R Q R I I Q R Q
11
I I I I I
2
R+ D D D D D I R+ D R+ Q R+ R+ R+
3
734-1 P5ℓ24-P6ℓ20
18 (2)
17
13
15 (1)
I
12
R Q R Q R Q R Q R Q R I I Q R Q R Q R
I I I I Q R I
R+ R+ R- R+ R+ R+ R+ D D D D D
3
STOP II

CLOSING SEGMENT

B-57

(2)

17

13

18 (1) SEAT WORK SEAT WORK

12. QR QR QR QR

11 I I I

2 R+ R+ R+ I D D Q Q D D Q D D D D D D Q D D D D D Q D D

3 D D

734-1 P7ℓ25-P8ℓ26

18 (2)

17

13

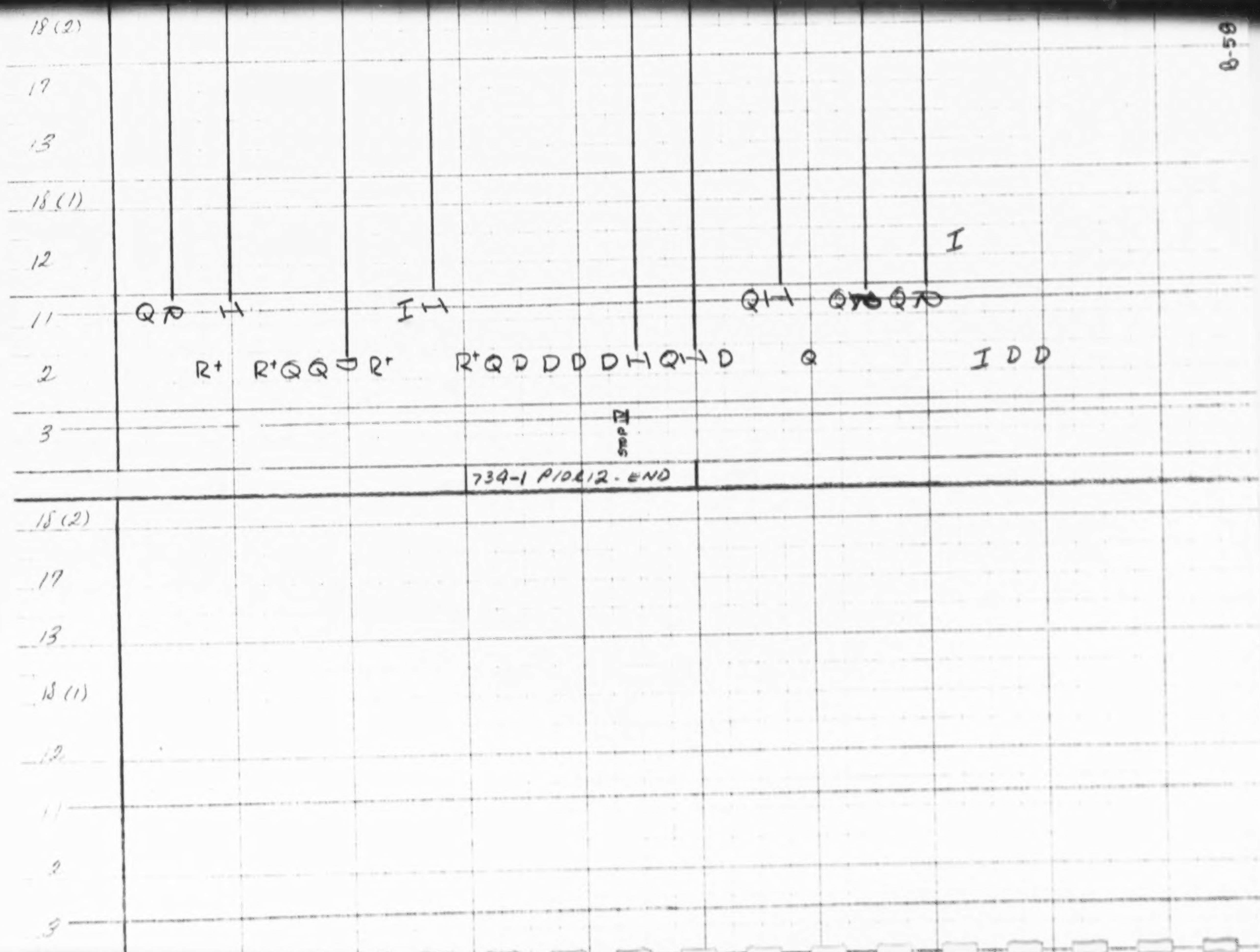
18 (1) SEAT WORK SEAT WORK SEAT WORK

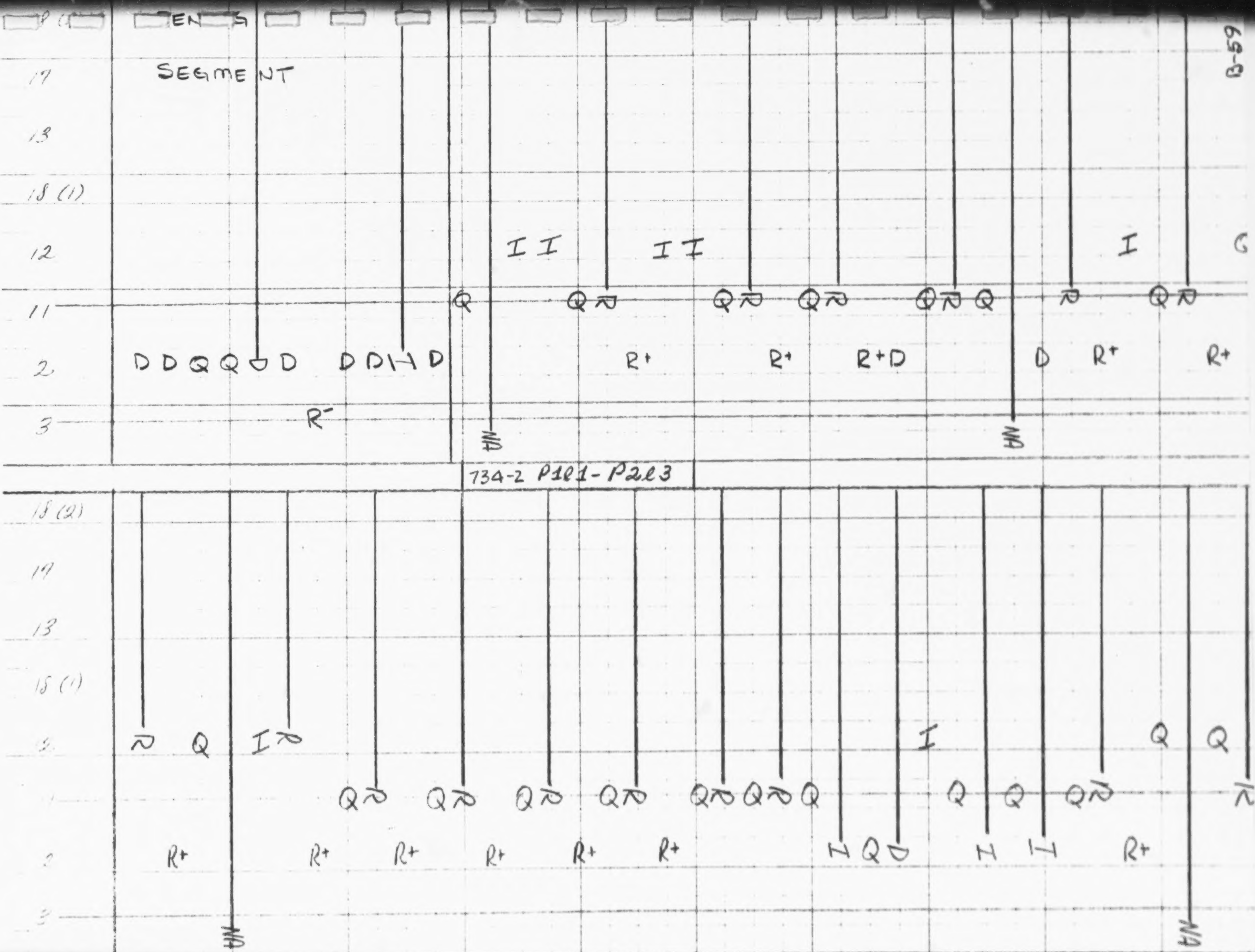
12

11 QR

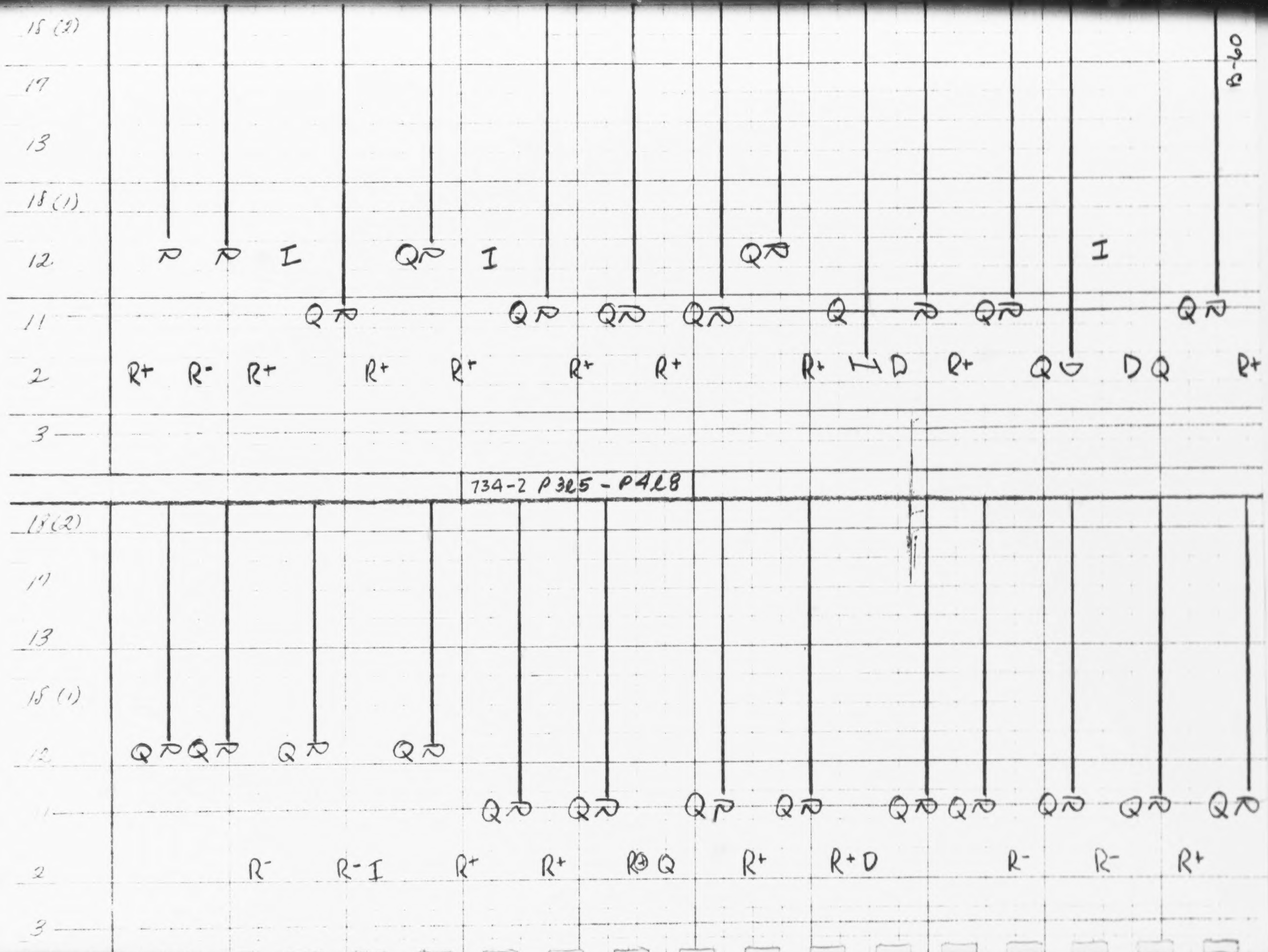
2 I I Q D D Q I D D Q D D D Q Q D D D Q Q D Q D D D Q D R-

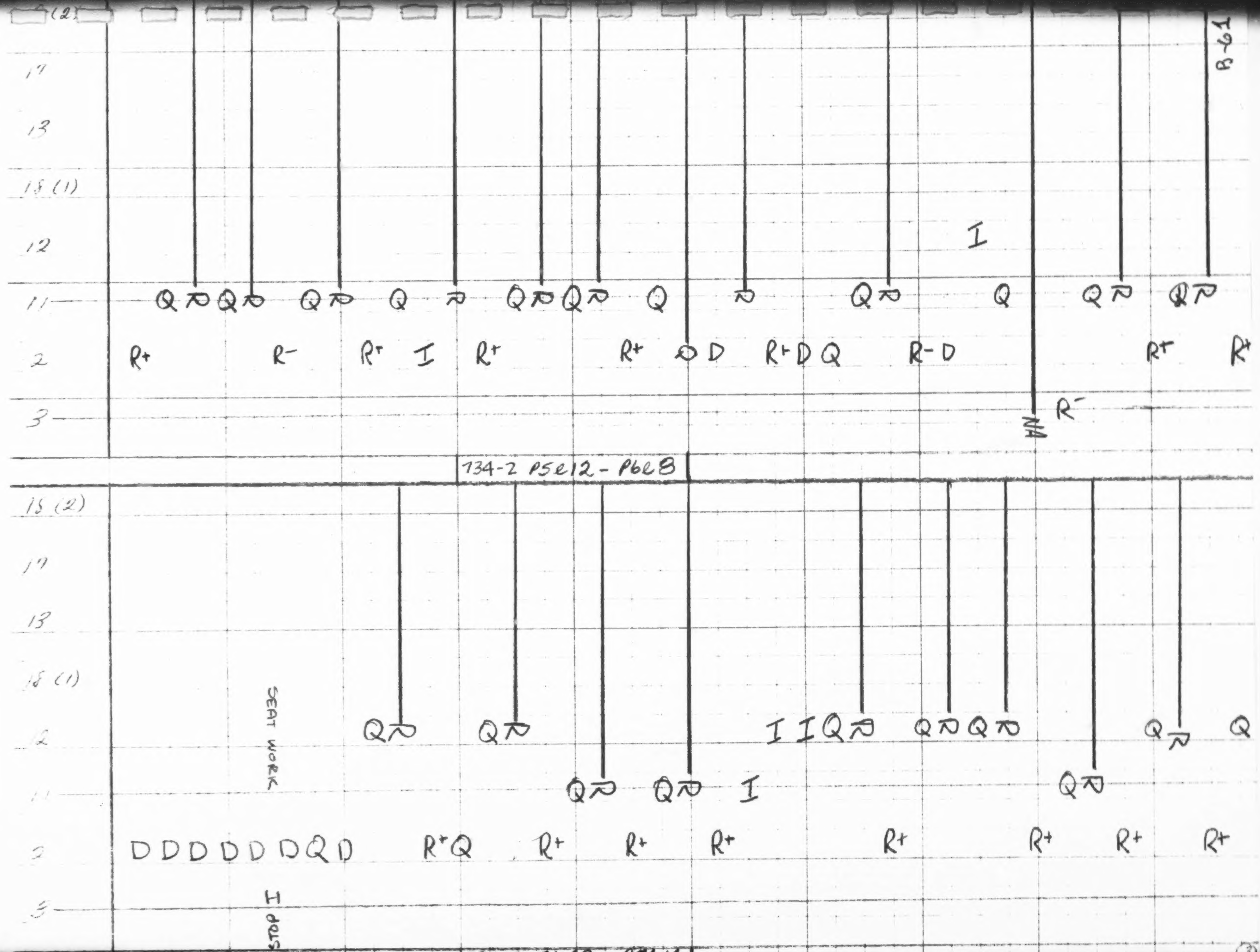
3 Q D D D D D D D SOPE R-

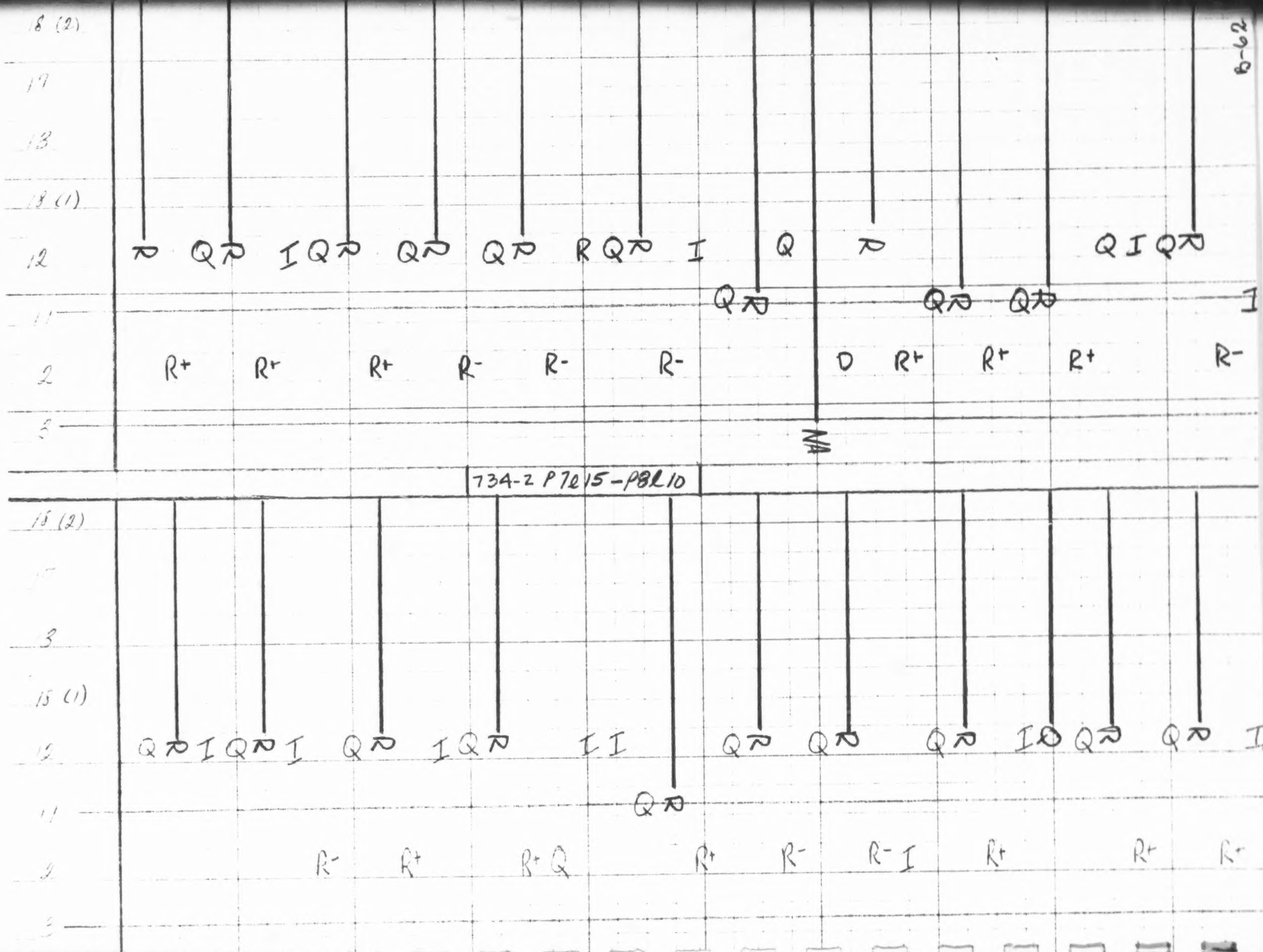

18 (2)
17
13
18 (1)
12
11
2
3
QR
H
R+
R+QQ
R+
IH
R+QDDDDHQHD
QH
Q
~~QR~~QR
I
IDD
STEP IV
734-1 P10412. END
18 (2)
17
13
18 (1)
12
11
2
3

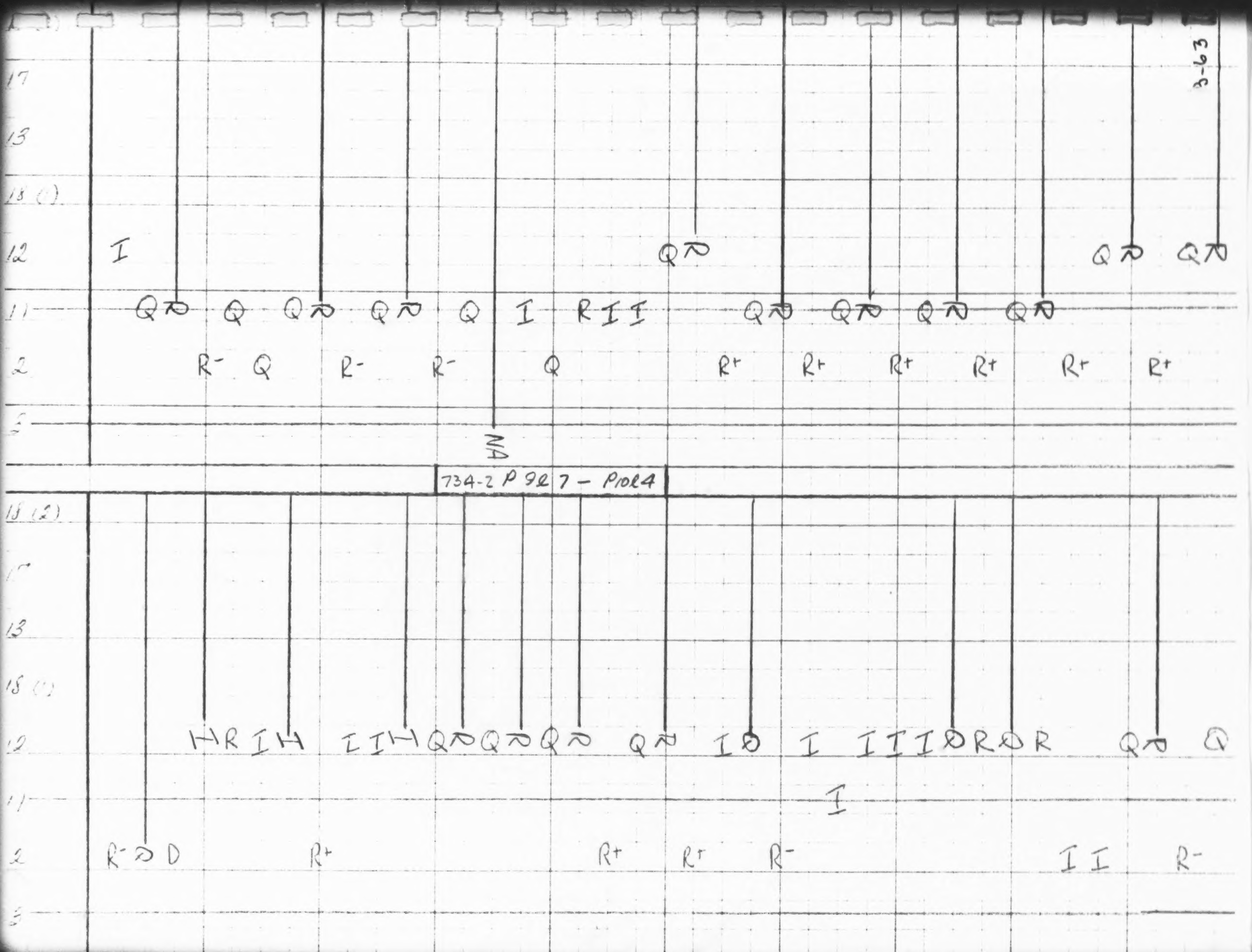

SEGMENTS
SEGMENT
17
13
18 (1)
12
11
2
3
D D Q Q D D
D D I-I D
R⁻
Q
I I
Q R
R⁺
I I
Q R
R⁺
Q R
R⁺D
Q R Q
D
R
R⁺
I
Q R
R⁺
G
NA
NA
18 (2)
17
13
18 (1)
3
1
2
3
R Q I R
Q R Q R Q R Q R Q R Q R Q
R⁺ R⁺ R⁺ R⁺ R⁺ R⁺
I Q D
I
Q Q Q R
I I
R⁺
Q Q
R
NA
NA

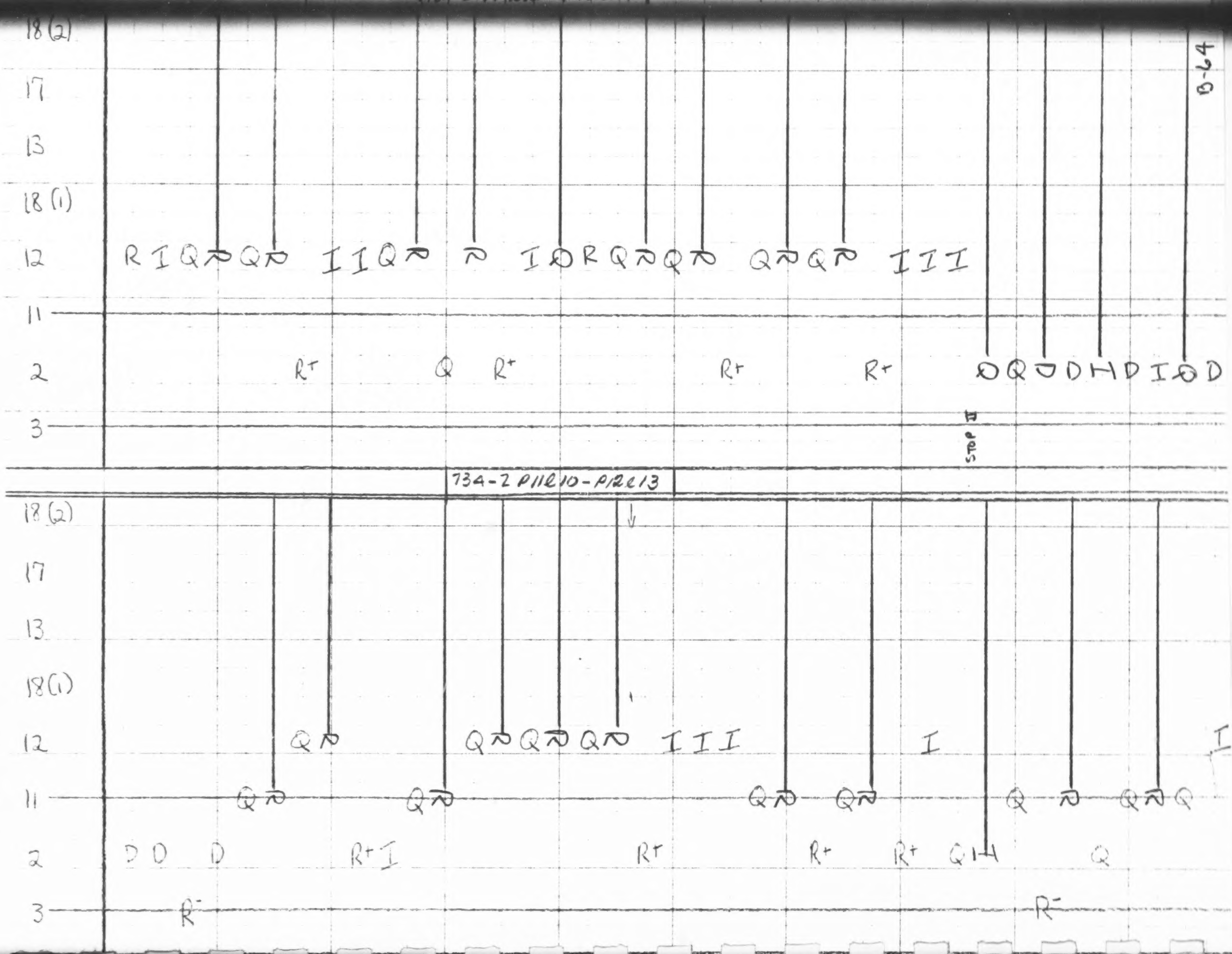
734-2 P1l1-P2l3

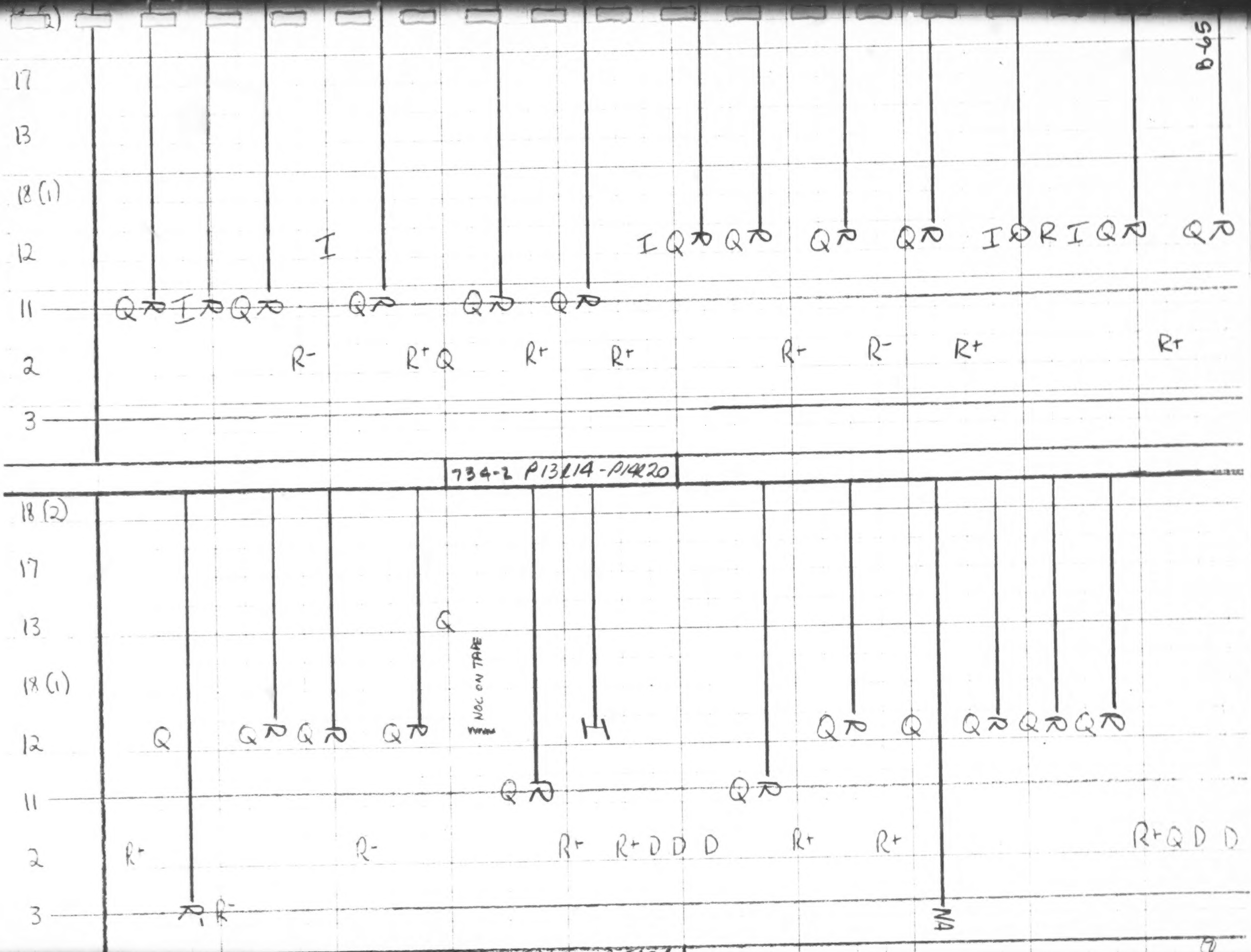

734-2 P325 - P428
15 (2)
17
13
15 (1)
12
11
2
3
P P I Q P I Q P
Q P Q P Q P Q P Q P Q P Q P
R+ R- R+ R+ R+ R+ R+ R+ D R+ Q D Q R+
I
Q P Q P Q P Q P
Q P Q P Q P Q P Q P Q P Q P Q P Q P
R- R-I R+ R+ R Q R+ R+D R- R- R+

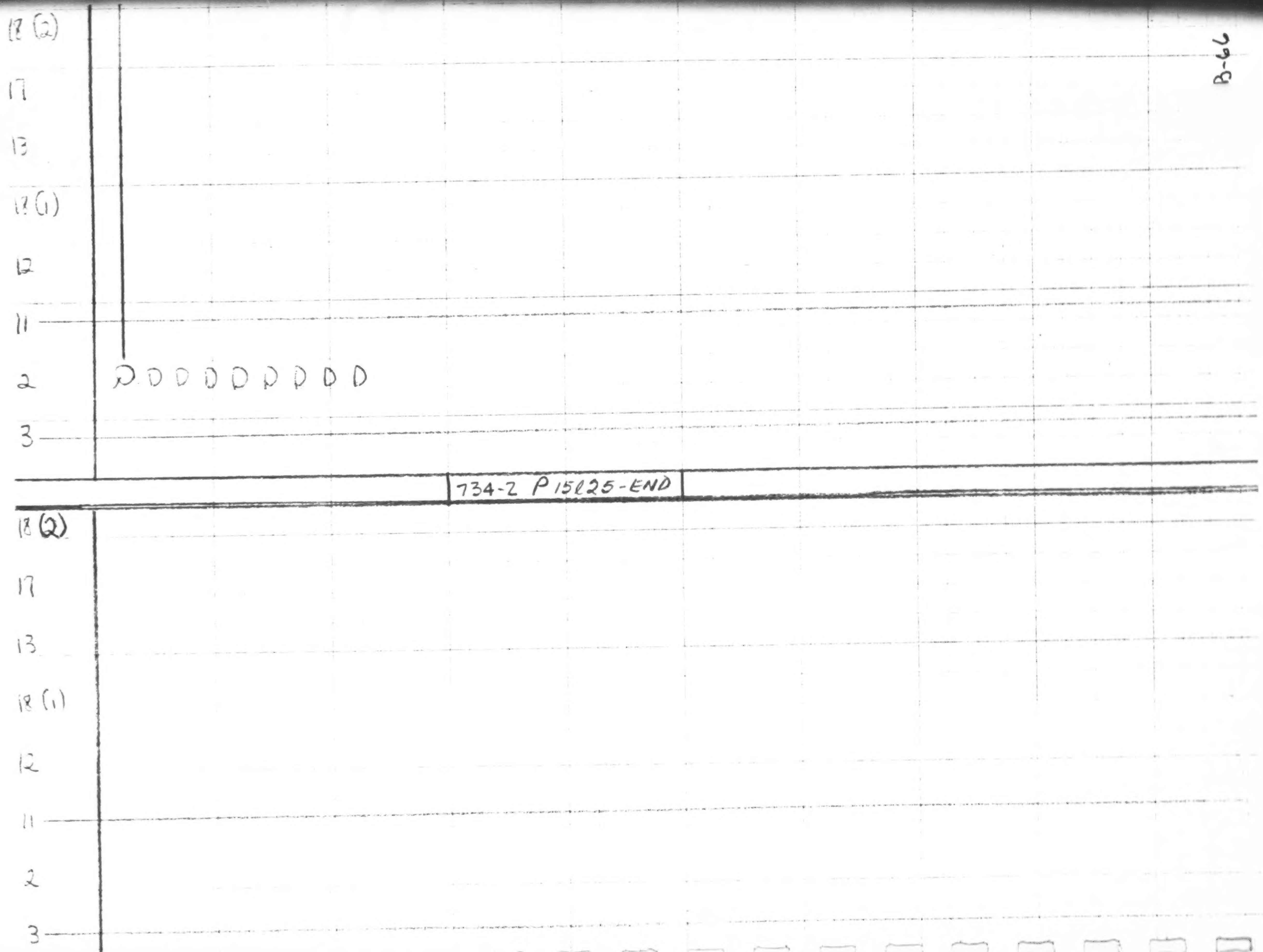

15 (2)
14
13
15 (1)
12
11
2
3
Q R Q R Q R Q R Q R Q R Q Q R Q Q R Q R
R+ R- R+ I R+ R+ D D R+ D Q R- D R+ R+
I
NA
R-
734-2 PSE12-P66B
15 (2)
14
13
15 (1)
12
11
2
3
SEAT WORK
Q R Q R I I Q R Q R Q R Q R Q
Q R Q R I Q R
D D D D D D Q D R+Q R+ R+ R+ R+ R+ R+ R+
STOP I

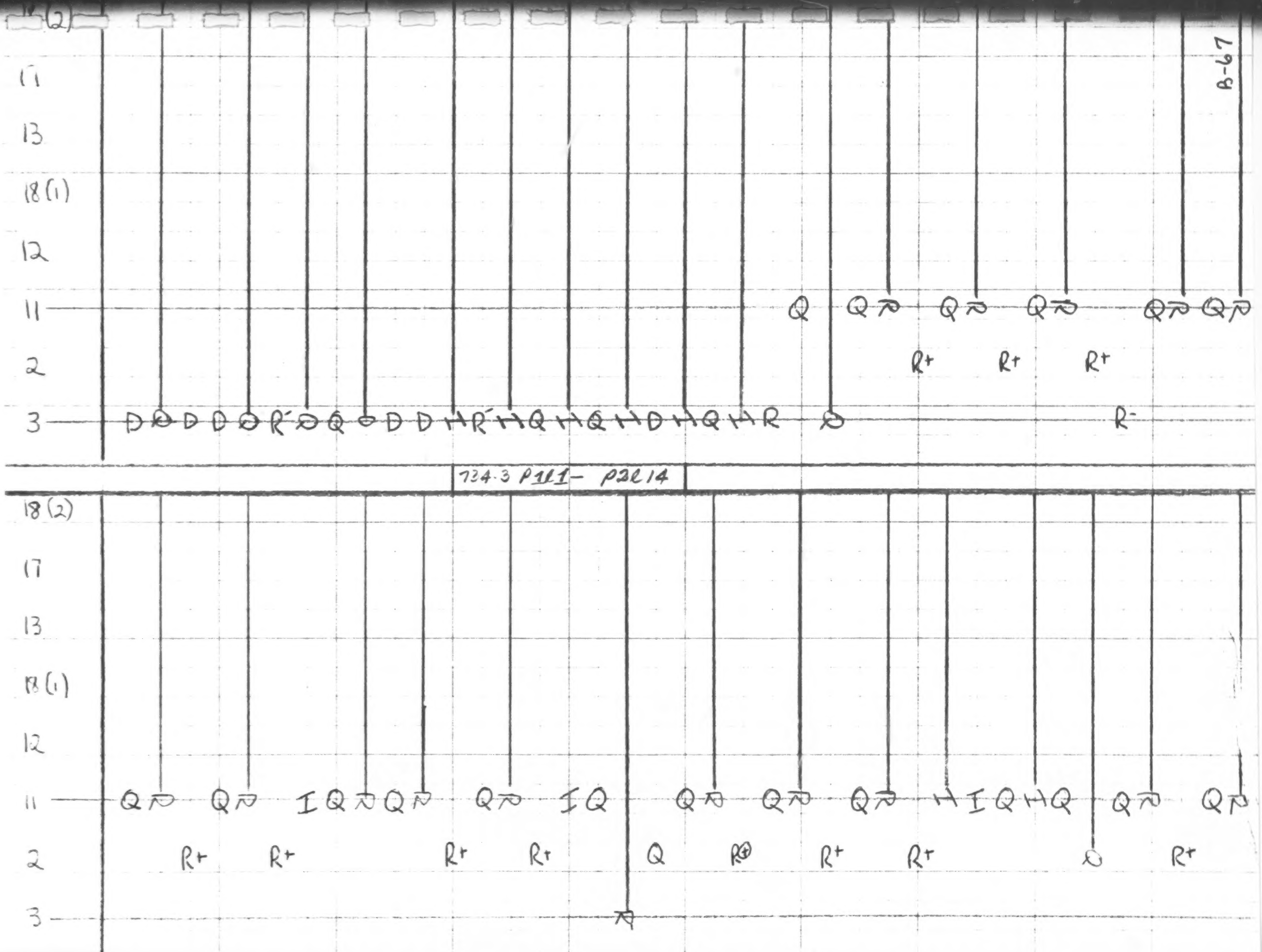

734-2 P7215-P8L10
18 (2)
17
13
18 (1)
12
11
2
3
15 (2)
3
15 (1)
12
11
2
3
R QR IQR QR QR RQR I Q R QIQR
QR QR QR I
R+ R+ R+ R- R- R- D R+ R+ R+ R-
NA
QRIQRI QR IQR II QR QR QR IQQR QR I
QR
R- R+ R+Q R+ R- R-I R+ R+ R+

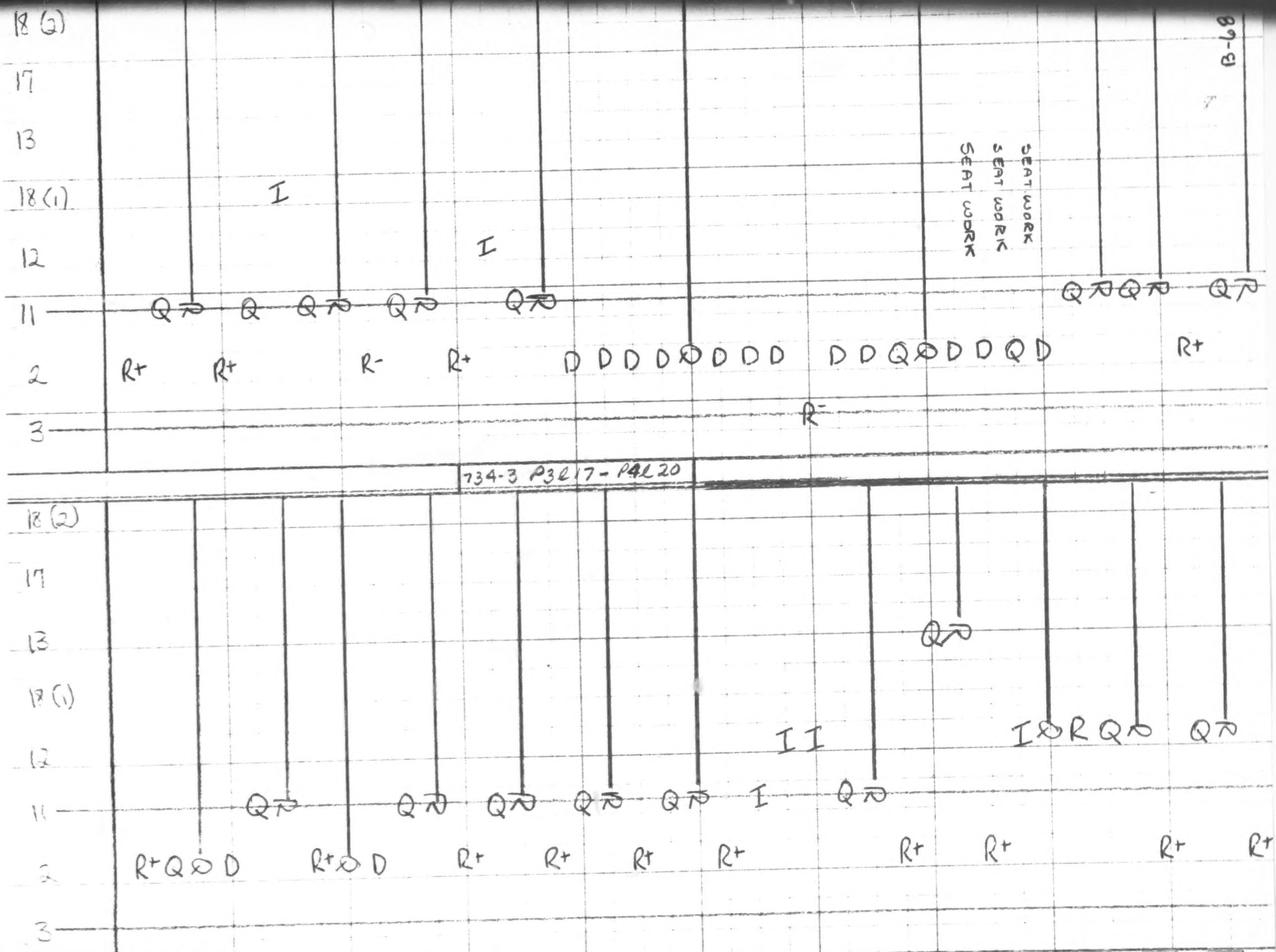

3-63
17
13
18 ( )
12
11
2
5
I
Q Q Q Q Q I R I I Q Q Q Q
R- Q R- R- Q R+ R+ R+ R+ R+ R+
Q Q Q
NA
734-2 P9e7 - P10e4
18 (2)
13
18 ( )
12
11
2
5
H R I H I I H Q Q Q Q I I I I I R R Q Q
I
R- D R+ R+ R+ R- I I R-

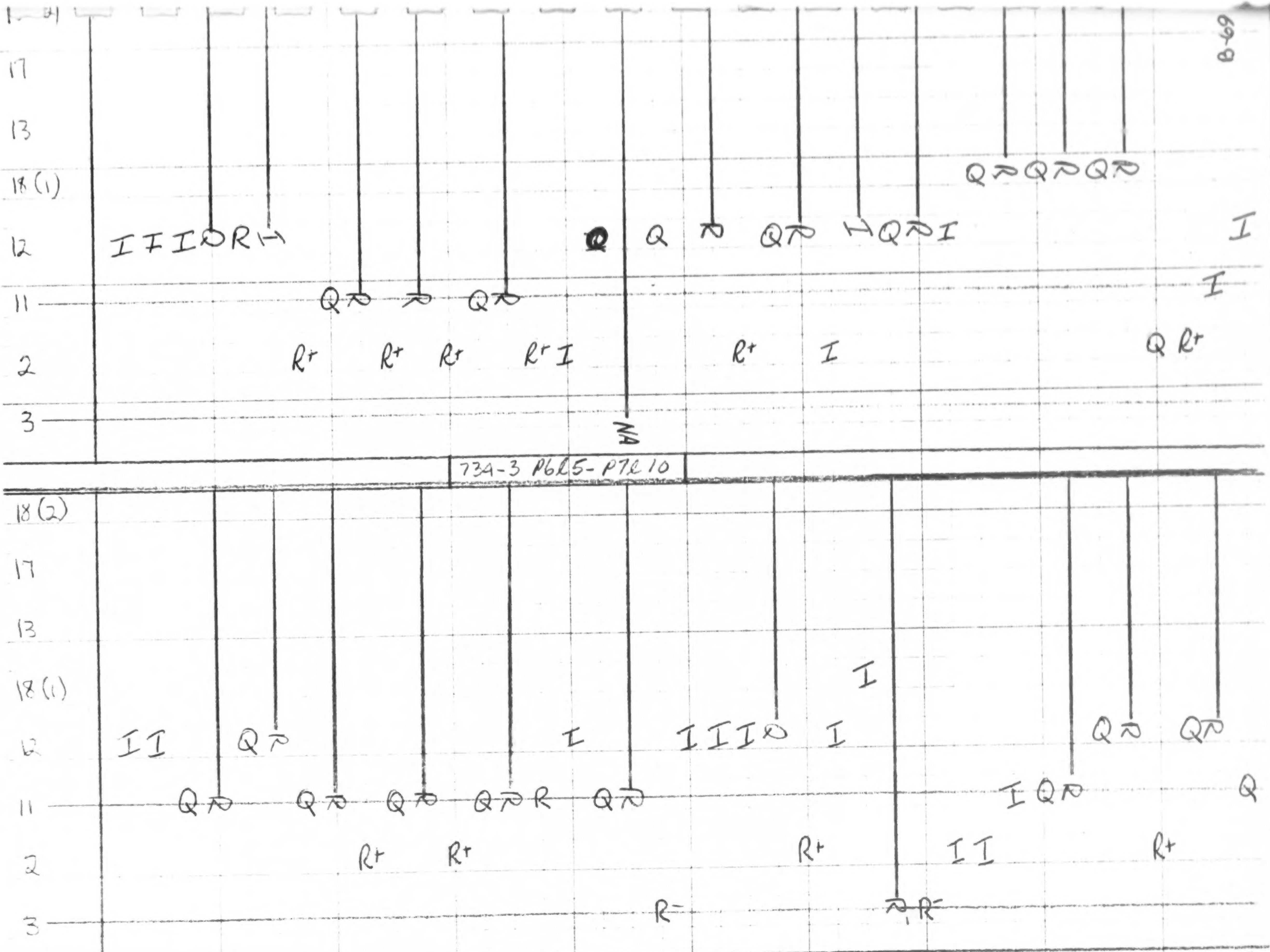

R I Q ᘔ Q ᘔ I I Q ᘔ ᘔ I D R Q ᘔ Q ᘔ Q ᘔ Q ᘔ I I I
R+ Q R+ R+ R+
D Q D D H D I D D
STOP II
734-2 P11e10-P12e13
Q ᘔ Q ᘔ Q ᘔ Q ᘔ I I I I I
Q ᘔ Q ᘔ Q ᘔ Q ᘔ Q ᘔ Q ᘔ Q
D D D R+ I R+ R+ R+ Q I-I Q
R- R-


17
13
18 (1)
12
11
2
3
Q R I R Q R
I
Q R
Q R
Q R
R-
R+ Q
R+
R+
I Q R Q R
Q R
Q R
I Q R I Q R
Q R
R+
R-
R+
R+
734-2 P13L1A-P14L20
18 (2)
17
13
18 (1)
12
11
2
3
Q
Q R Q R
Q R
Q
NOC ON TAPE
H
Q R
Q R
Q R
Q
Q R Q R Q R
R+
R-
R+
R+ D D D
R+
R+
R+ Q D D
R R-
NA


18 (2)
17
13
18 (1)
12
11
2
3
D D D D D D D D D
734-2 P15l25-END
18 (2)
17
13
18 (1)
12
11
2
3


D Q D D Q R´ Q Q ⊖ D D ⊣ R´ ⊣ Q ⊣ Q ⊣ D ⊣ Q ⊣ R Q
Q Q R Q R Q R Q R Q R
R+ R+ R+
R-
724.3 P1l1- P2l14
Q R Q R I Q R Q R Q R I Q Q R Q R Q R ⊣ I Q ⊣ Q Q R Q R
R+ R+ R+ R+ Q R+ R+ R+ R+
R


18 (2)
17
13
18 (1)
12
11
2
3
I
I
Q Q Q Q Q Q Q Q
R+ R+ R- R+ R+
D D D D D D D D D D Q D D D Q D
R-
SEAT WORK
SEAT WORK
SEAT WORK
734-3 P3L17 - P4L20
R+ Q D
R+ D
R+ R+ R+ R+ R+ R+ R+ R+
I I
I
I R Q
Q Q Q Q Q Q Q Q Q


17
13
18 (1)
12
11
2
3
IIIQRH
Q R
R
Q R
Q
Q
R
Q R
HQRI
QRQRQR
I
I
R+
R+
R+
R+ I
R+
I
Q R+
NA
734-3 P6L5-P7L10
18 (2)
17
13
18 (1)
12
11
2
3
II
Q R
Q R
Q R
Q R
Q R R
Q R
I
IIIQ
I
I
IQR
Q R
Q R
Q
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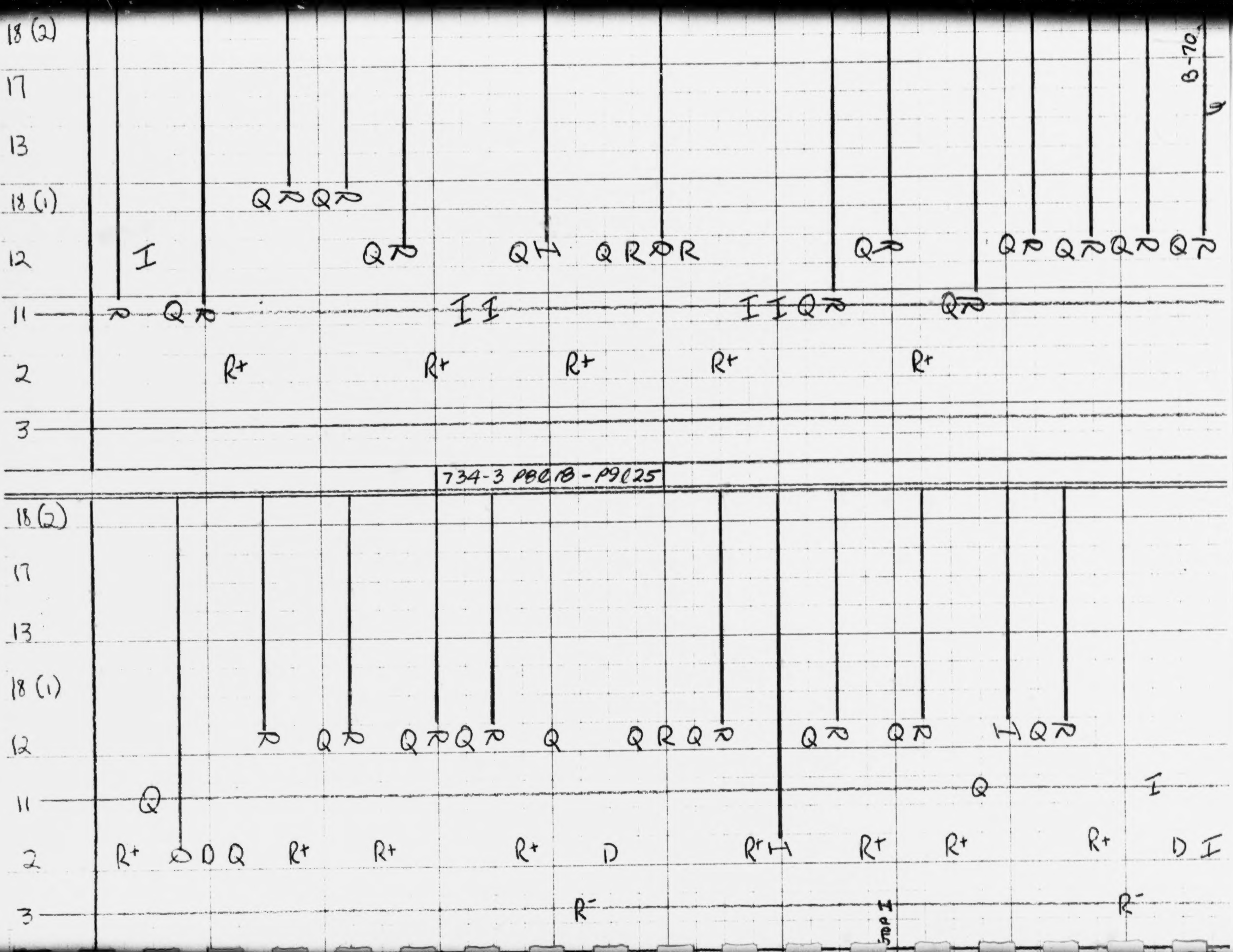
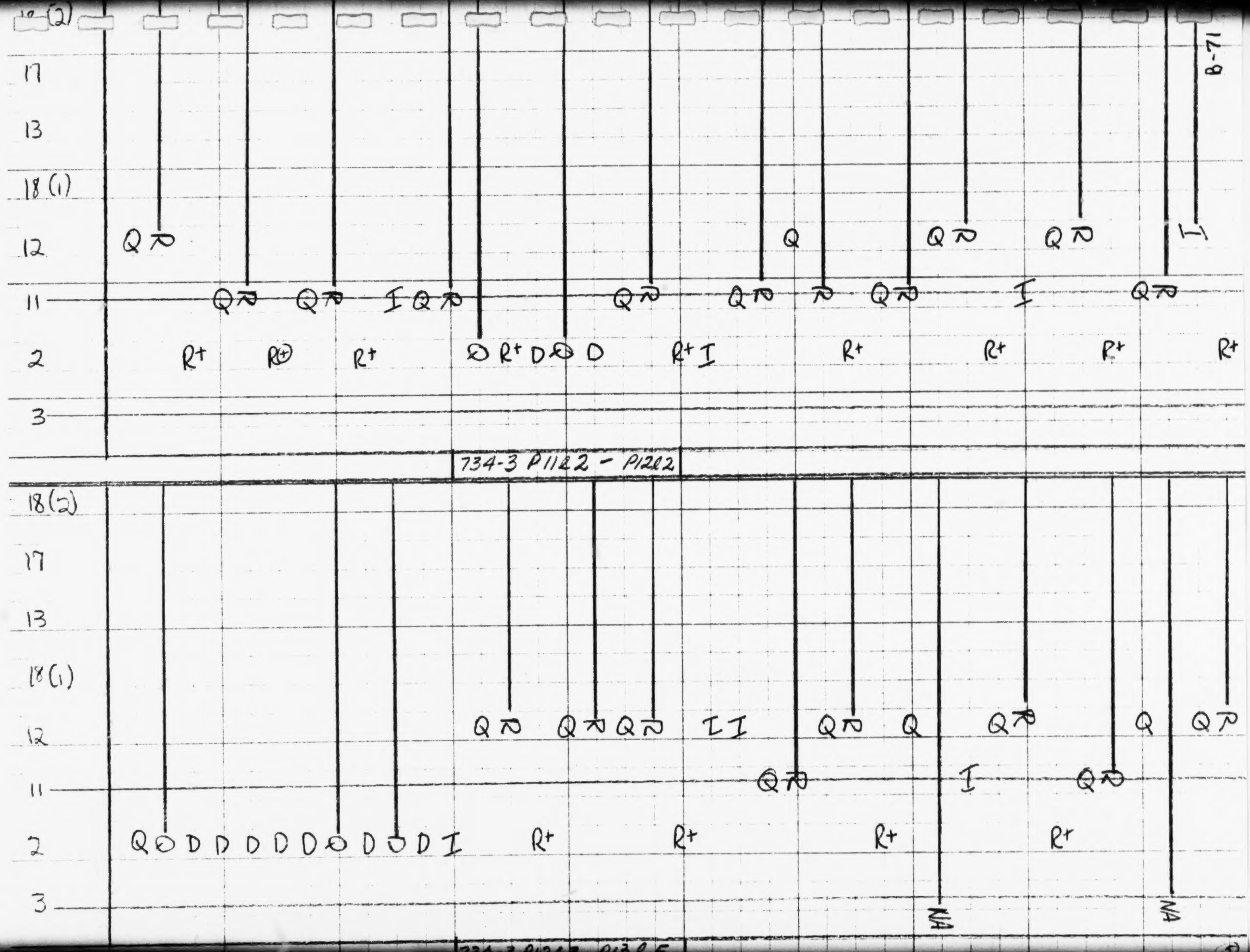
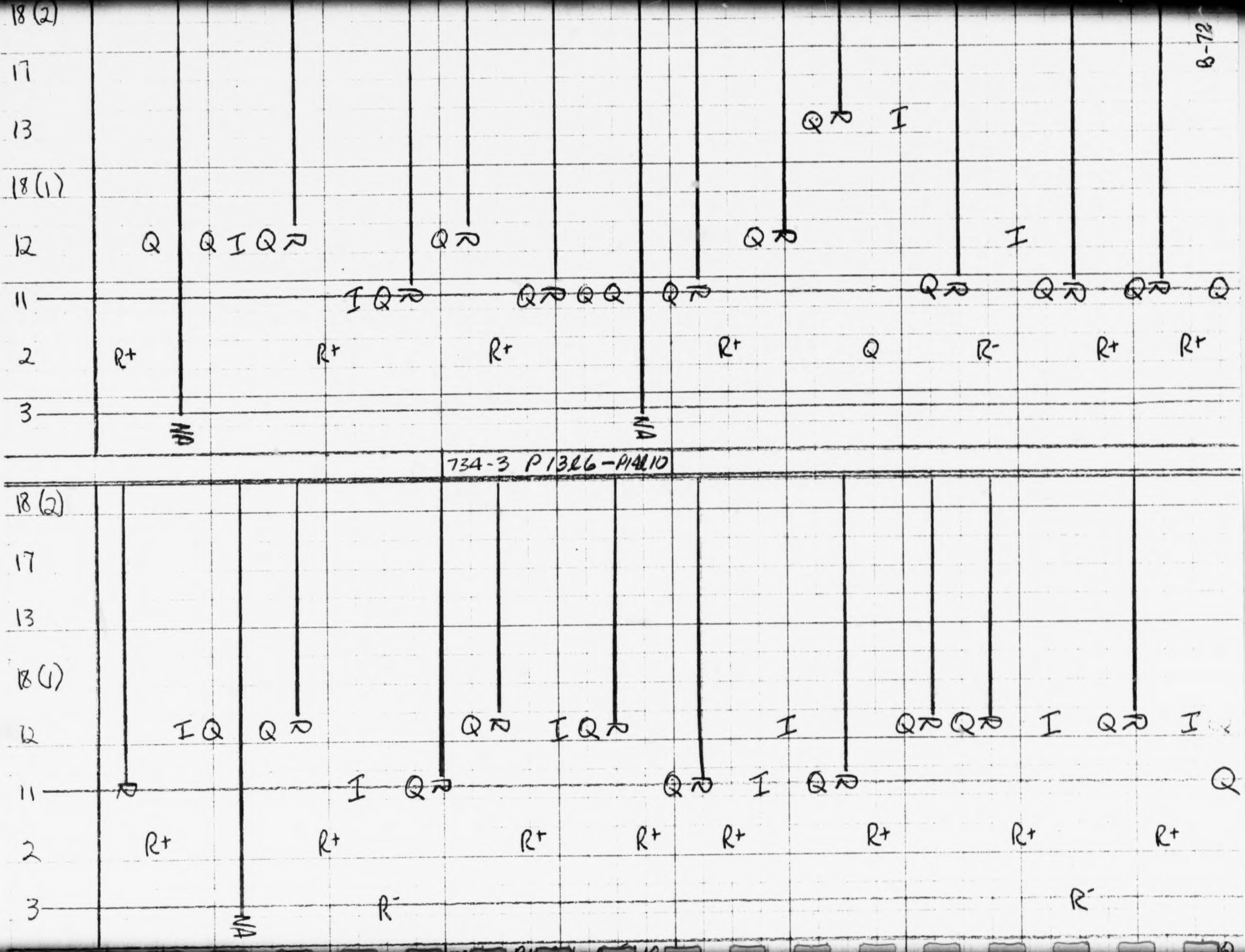
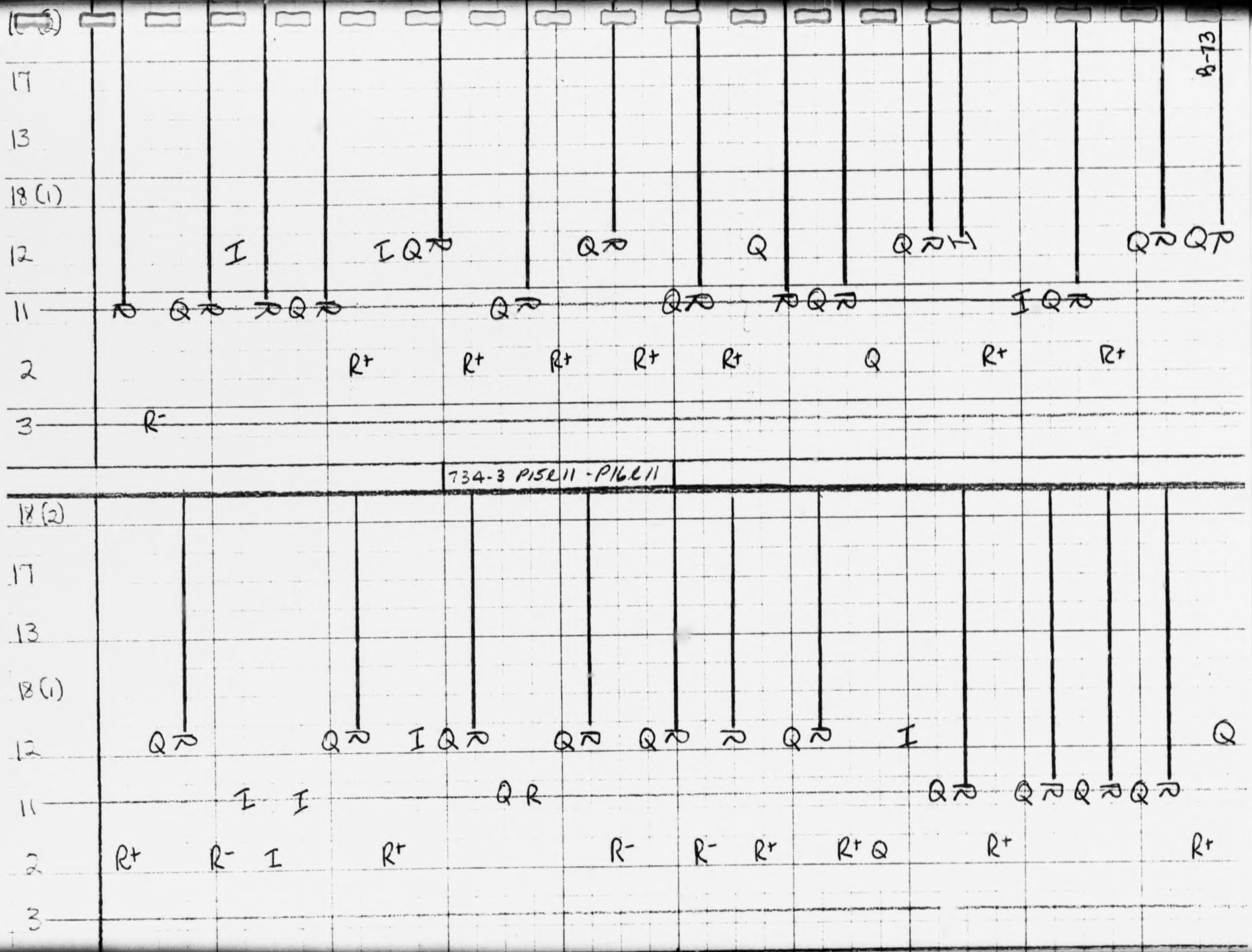
R+
R+
II
R+
R-
R R-

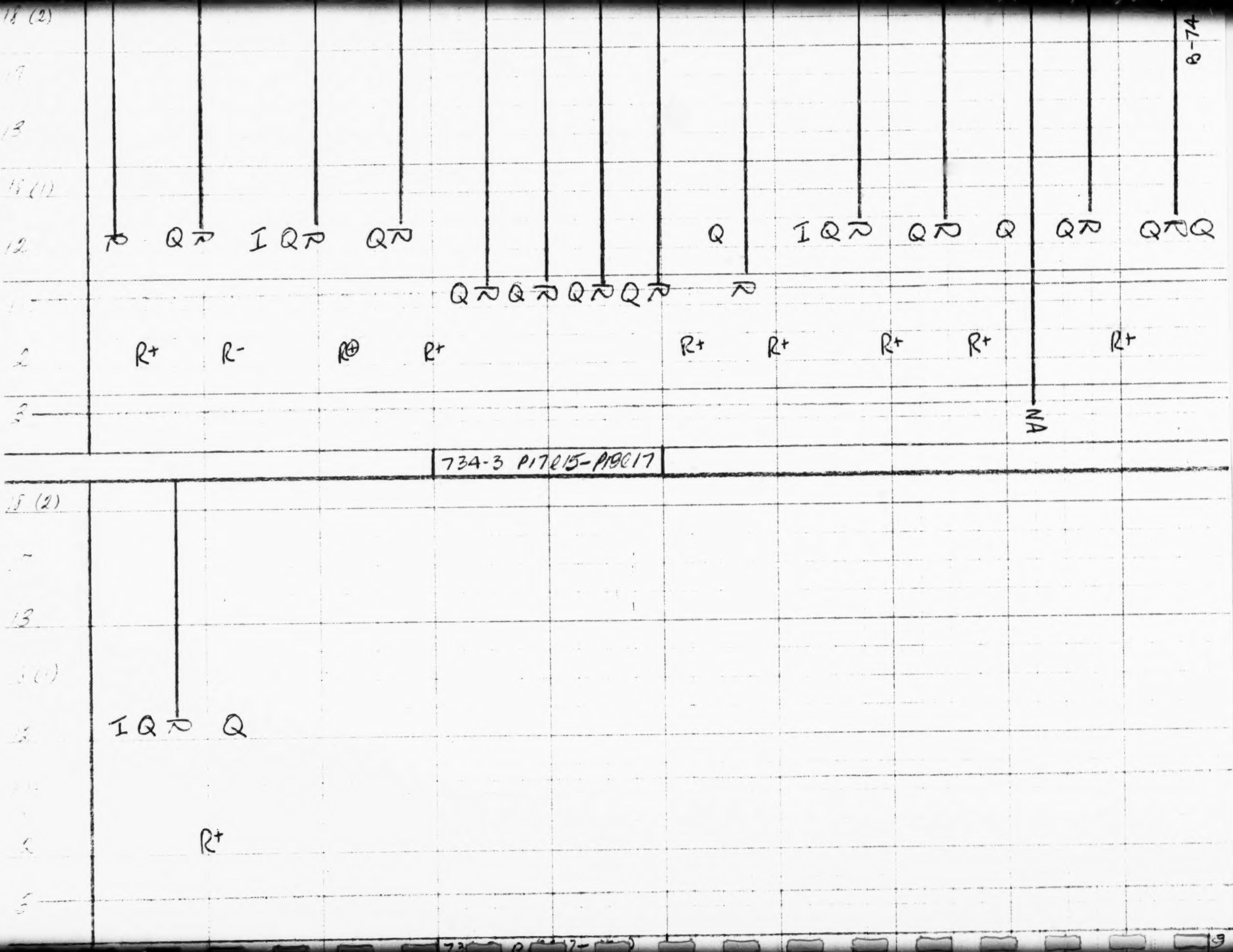

B-70
734-3 P8C18 - P9C25
18 (2)
17
13
18 (1)
12
11
2
3
I
QᴘQᴘ
Qᴘ
QH
QRᴘR
Qᴘ
QᴘQᴘQᴘQᴘ
ᴘ Qᴘ
I I
I I Qᴘ
Qᴘ
R+
R+
R+
R+
R+
ᴘ Qᴘ QᴘQᴘ Q QRQᴘ Qᴘ Qᴘ HQᴘ
Q
Q
I
R+ ᴅDQ R+ R+ R+ D R+H R+ R+ R+ D I
R-
R-

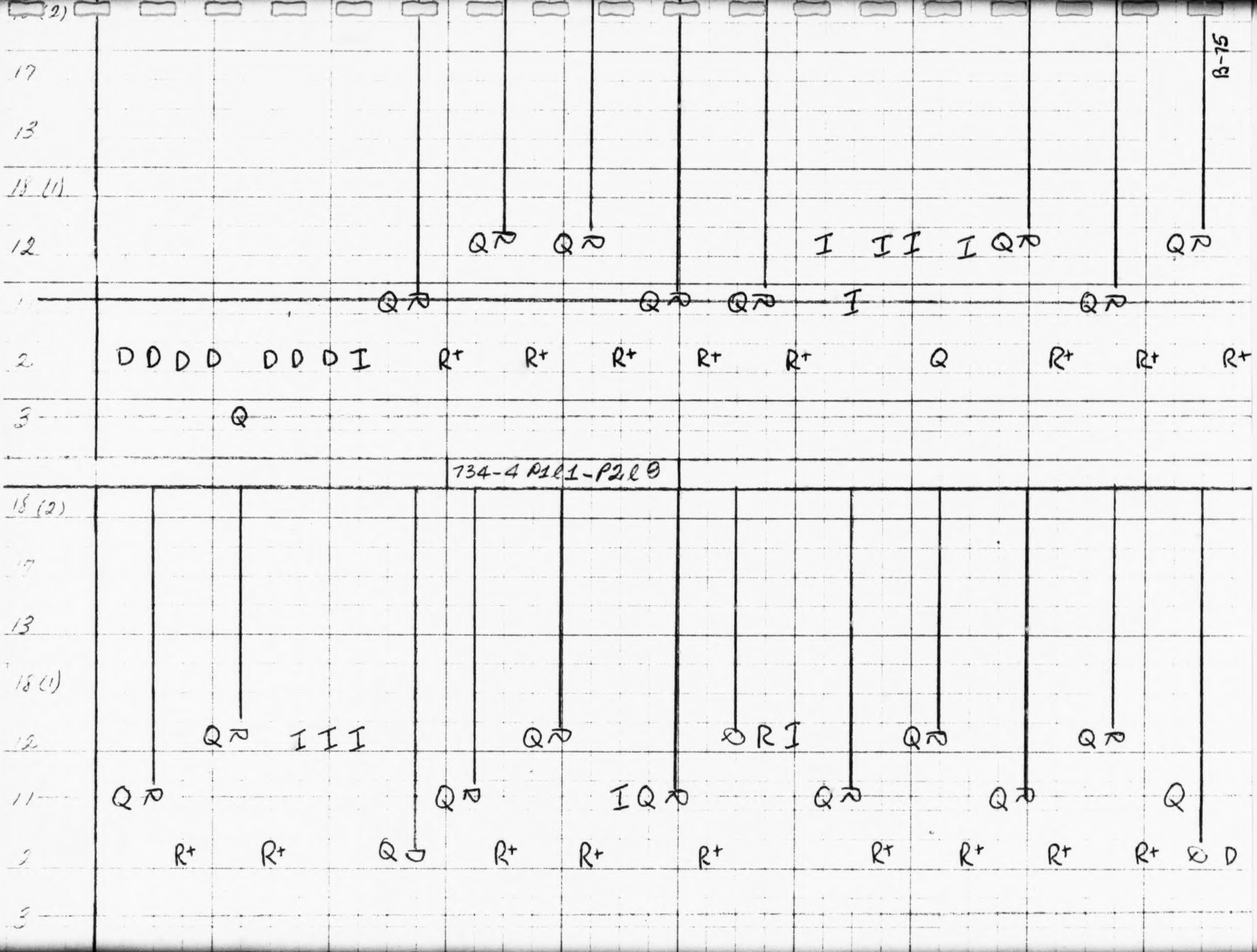

18(2)
17
13
18(1)
12
11
2
3
QR
QR QR IQR QR QR R QR I QR
Q QR QR I
R+ R+ R+ OR+ DOO D R+ I R+ R+ R+ R+
734-3 P1122 - P1202
18(2)
17
13
18(1)
12
11
2
3
QR QRQR II QR Q QR Q QR
QR I QR
QODDDDDODODI R+ R+ R+ R+
NA
NA


18 (2)
17
13
18 (1)
12
11
2
3
Q
Q I Q
Q
Q
Q I
Q Q I
Q
I Q Q
Q Q Q
Q Q
R+
R+
R+
R+
Q
R-
R+
R+
I Q
Q
Q
I Q
I
Q Q Q
I
Q
I
I Q
Q I Q
Q
R+
R+
R+
R+
R+
R+
R+
R+
R-
R-

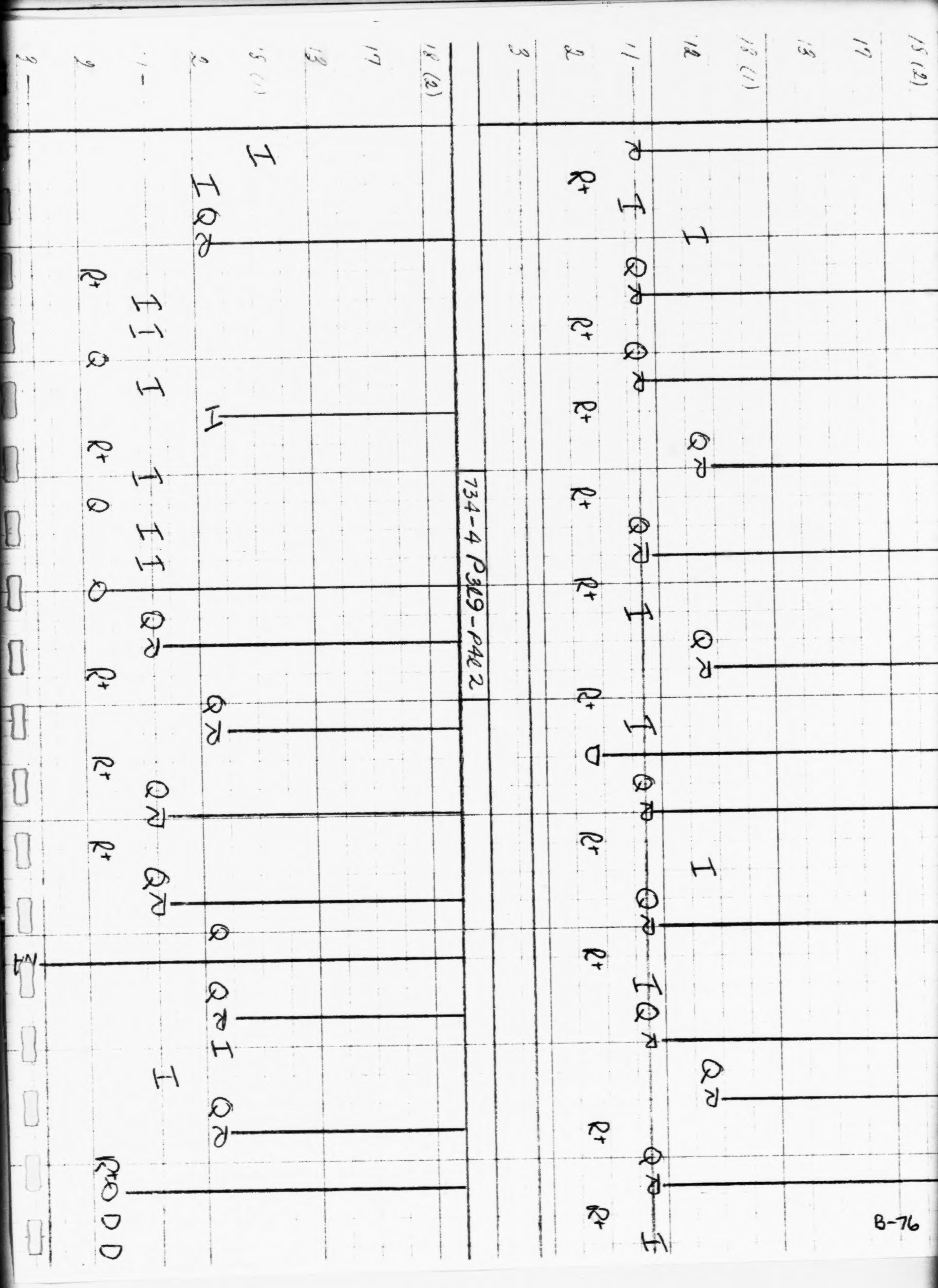
734-3 P1326-P1410

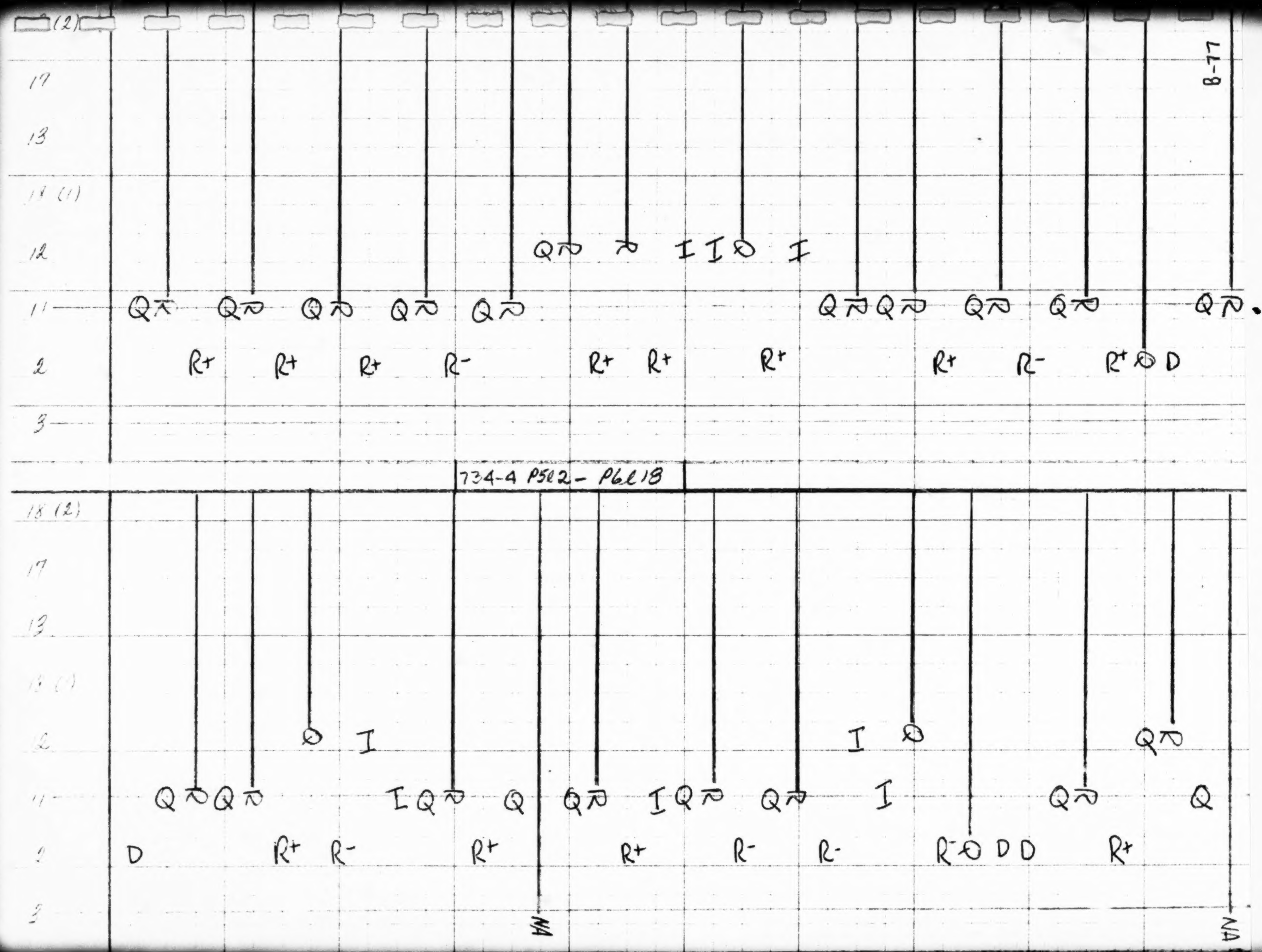

734-3 P15E11 - P16E11
18(2)
17
13
18(1)
12
11
2
3
Q
R
I
R+
R-
H

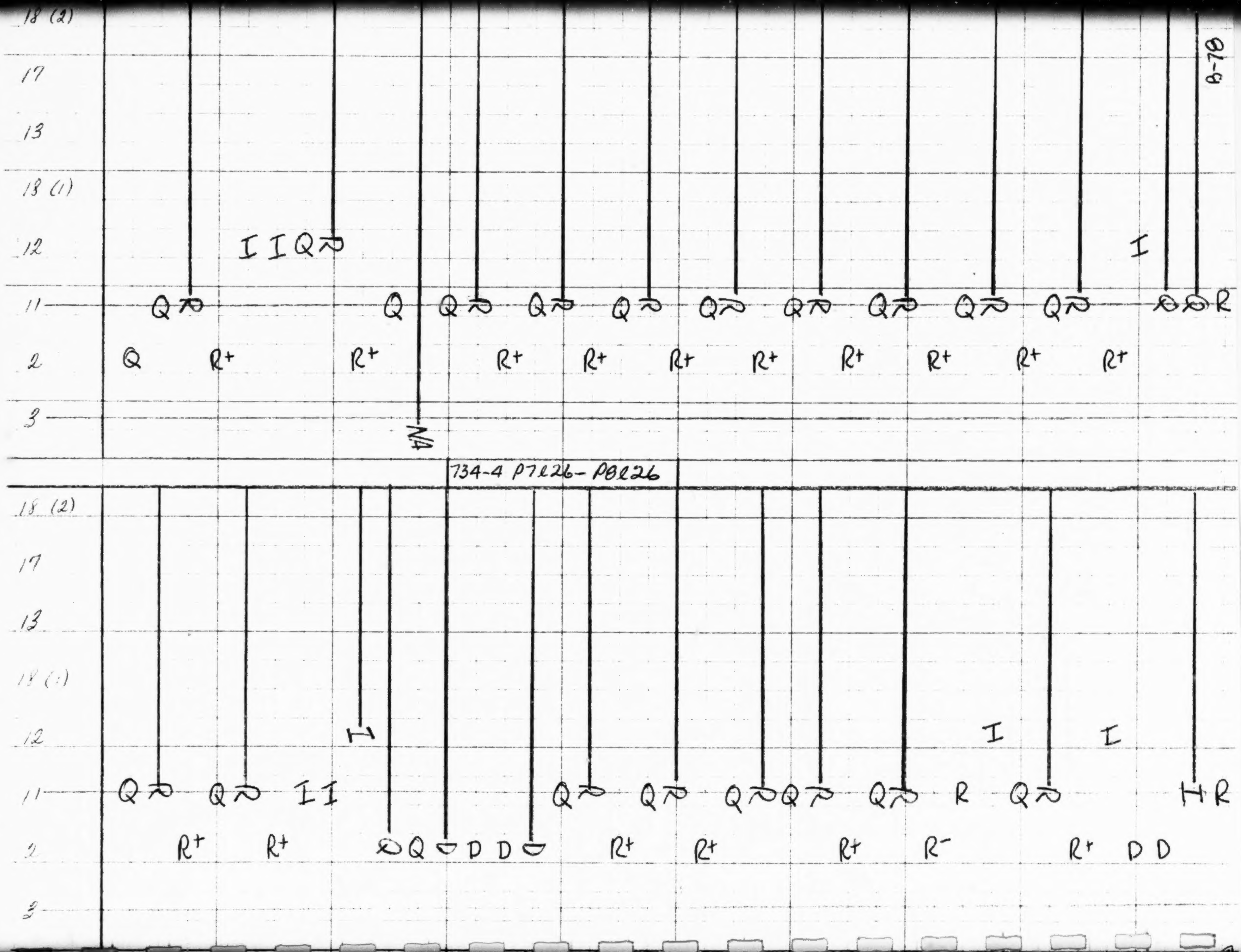

18 (2)
17
13
16 (1)
12
2
3
R Q R I Q R Q R Q R Q R Q R Q R Q R Q I Q R Q R Q NA Q R Q R Q
R+ R- R⊕ R+ R+ R+ R+ R+ R+
734-3 P17R15-P18C17
15 (2)
7
13
I Q R Q
R+
5

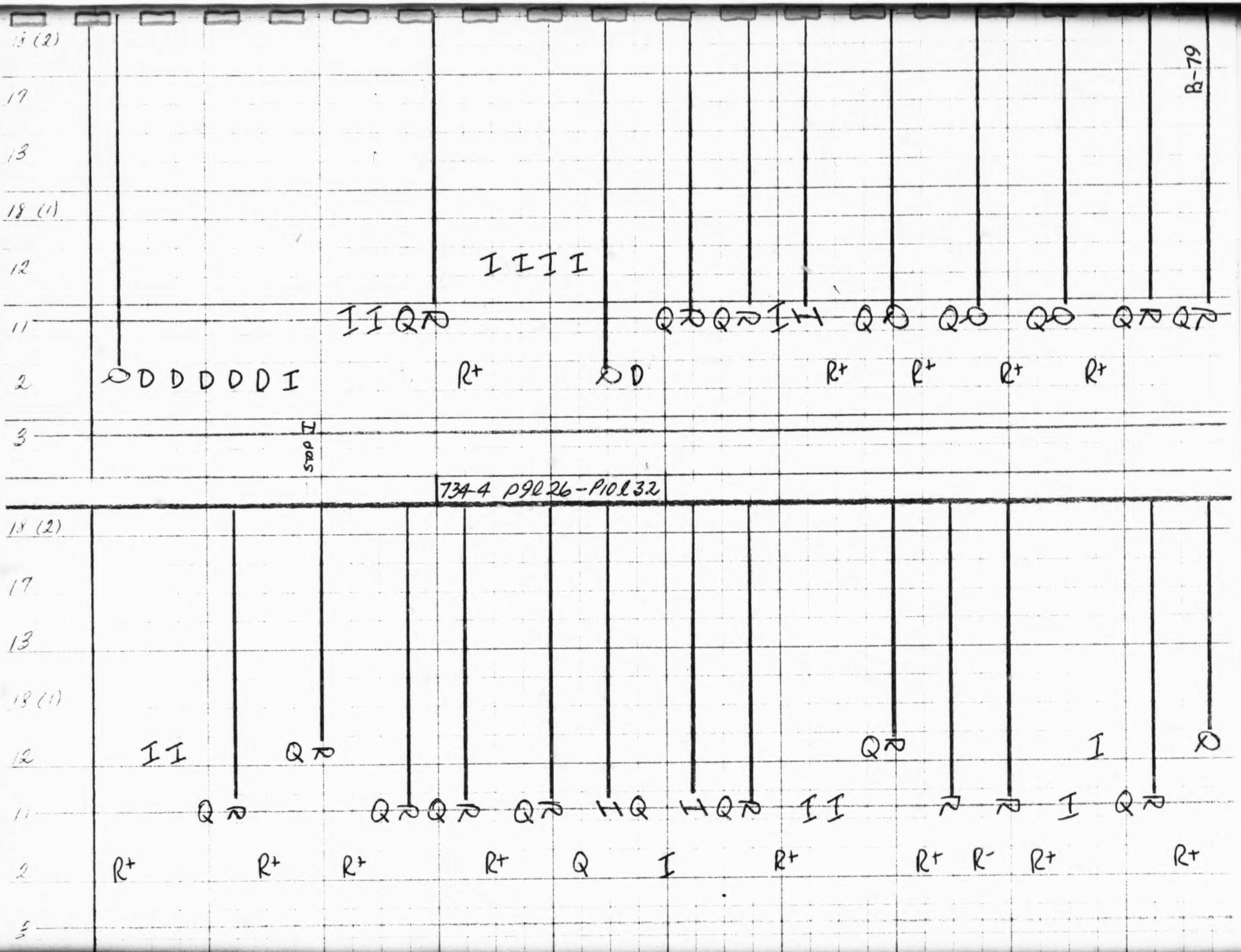

18 (2)
17
13
18 (1)
12
Q Q I II I Q Q
11
Q Q Q I Q
2
DDDD DDDI R+ R+ R+ R+ R+ Q R+ R+ R+
3
Q
734-4 P1l1-P2l0
18 (2)
17
13
18 (1)
12
Q III Q ORI Q Q
11
Q Q IQ Q Q Q
2
R+ R+ Q R+ R+ R+ R+ R+ R+ R+ D
3

B-75


15 (2)
17
13
18 (1)
12
11
2
3
18 (2)
17
13
15 (1)
2
1
2
2
734-4 P3E9-P4E2
Q R
I
R+
H
D


(2)
17
13
18 (1)
12
11
2
3
QR̄ QR̄ QR̄ QR̄ QR̄
QR̄ R̄ I I O I
QR̄ QR̄ QR̄ QR̄ QR̄.
R+ R+ R+ R- R+ R+ R+ R+ R- R+ O D
734-4 P5l2 - P6l18
18 (2)
17
13
18 (1)
12
11
2
3
O I I O QR̄
QR̄ QR̄ I QR̄ Q QR̄ I QR̄ QR̄ I QR̄ Q
D R+ R- R+ R+ R- R- R- O D D R+
NA
NA

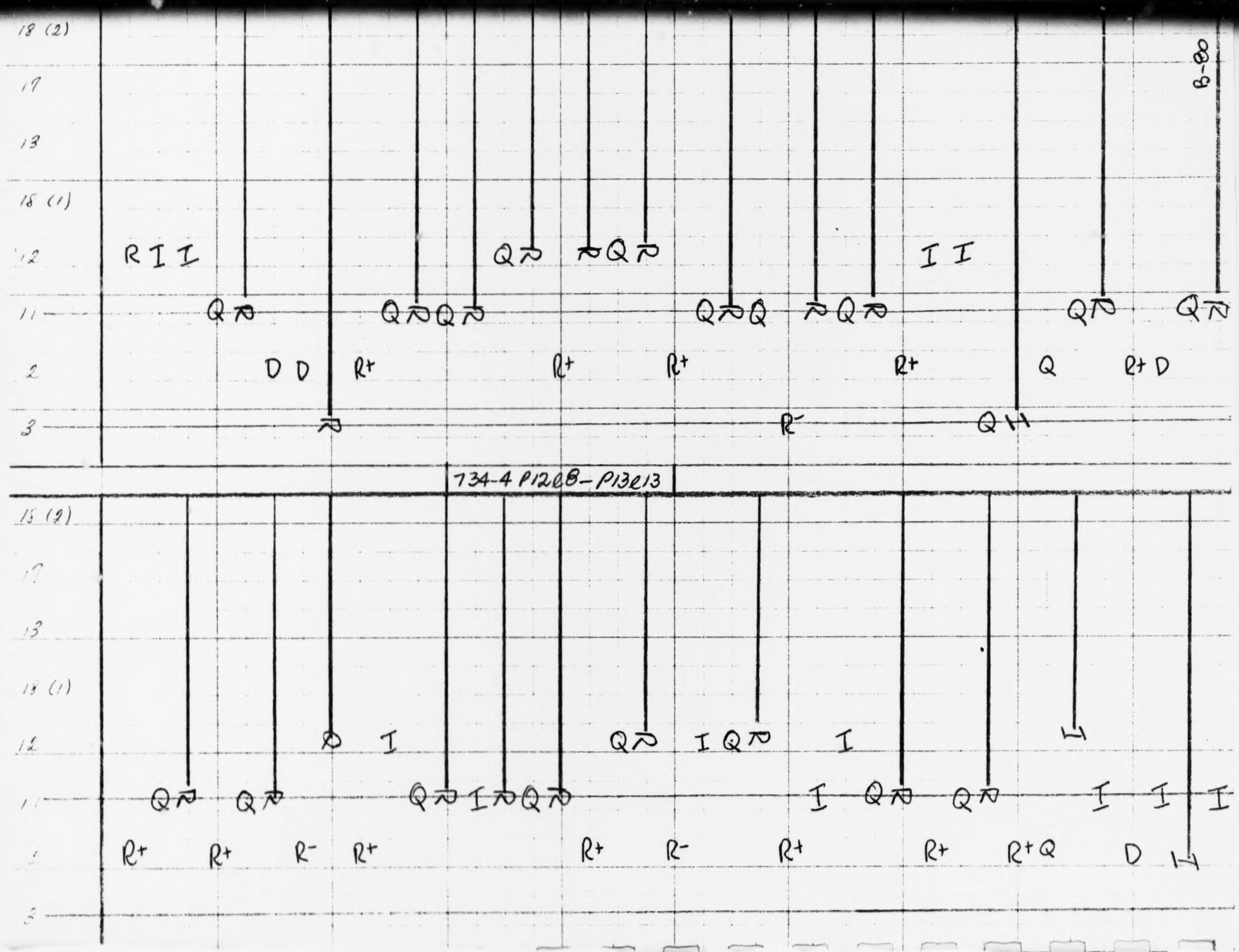

18 (2)
17
13
18 (1)
12
11
2
3
I I Q R
Q R
Q
R+
NA
I
R
734-4 P7626-P8626
I I
Q D D
R-
H R

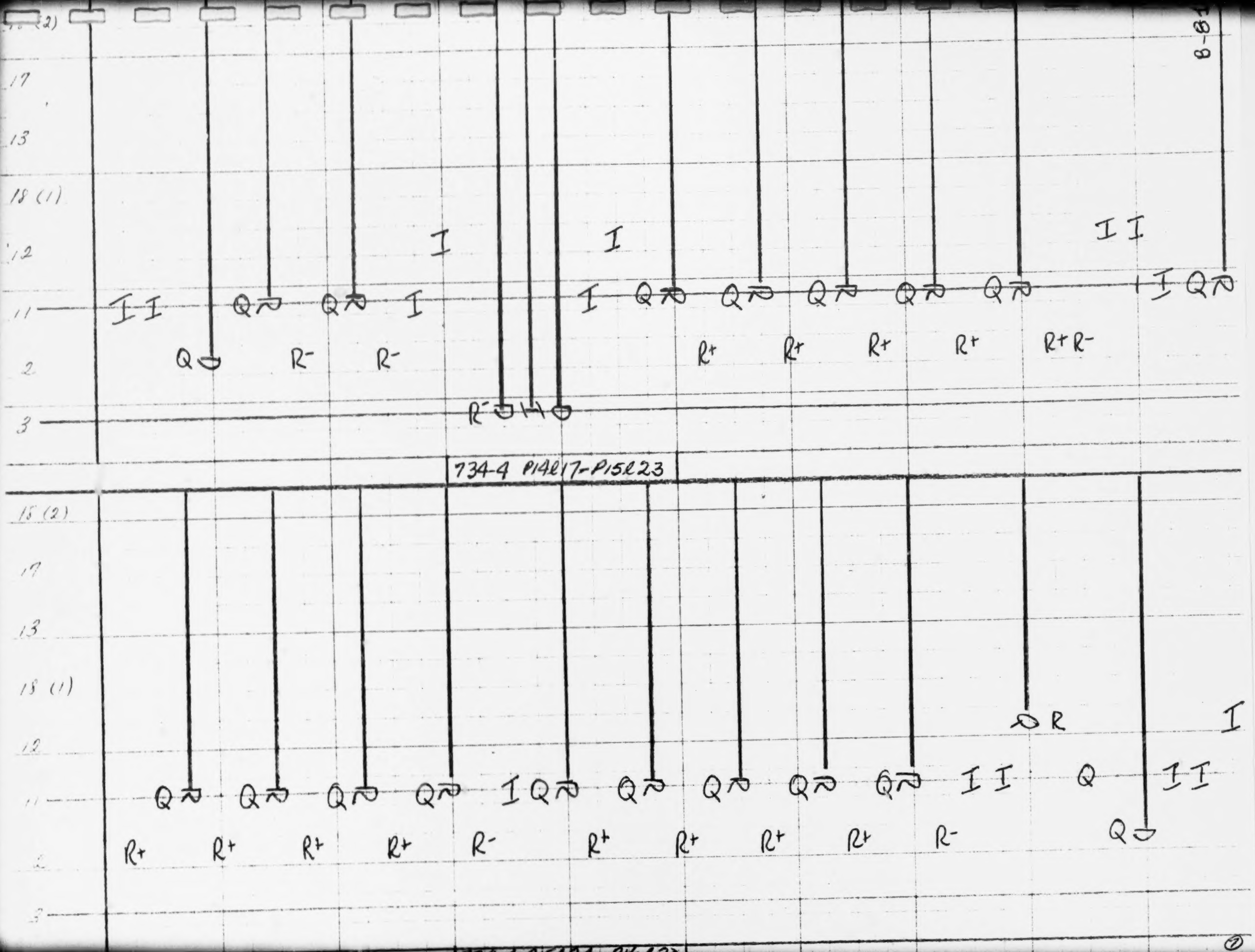


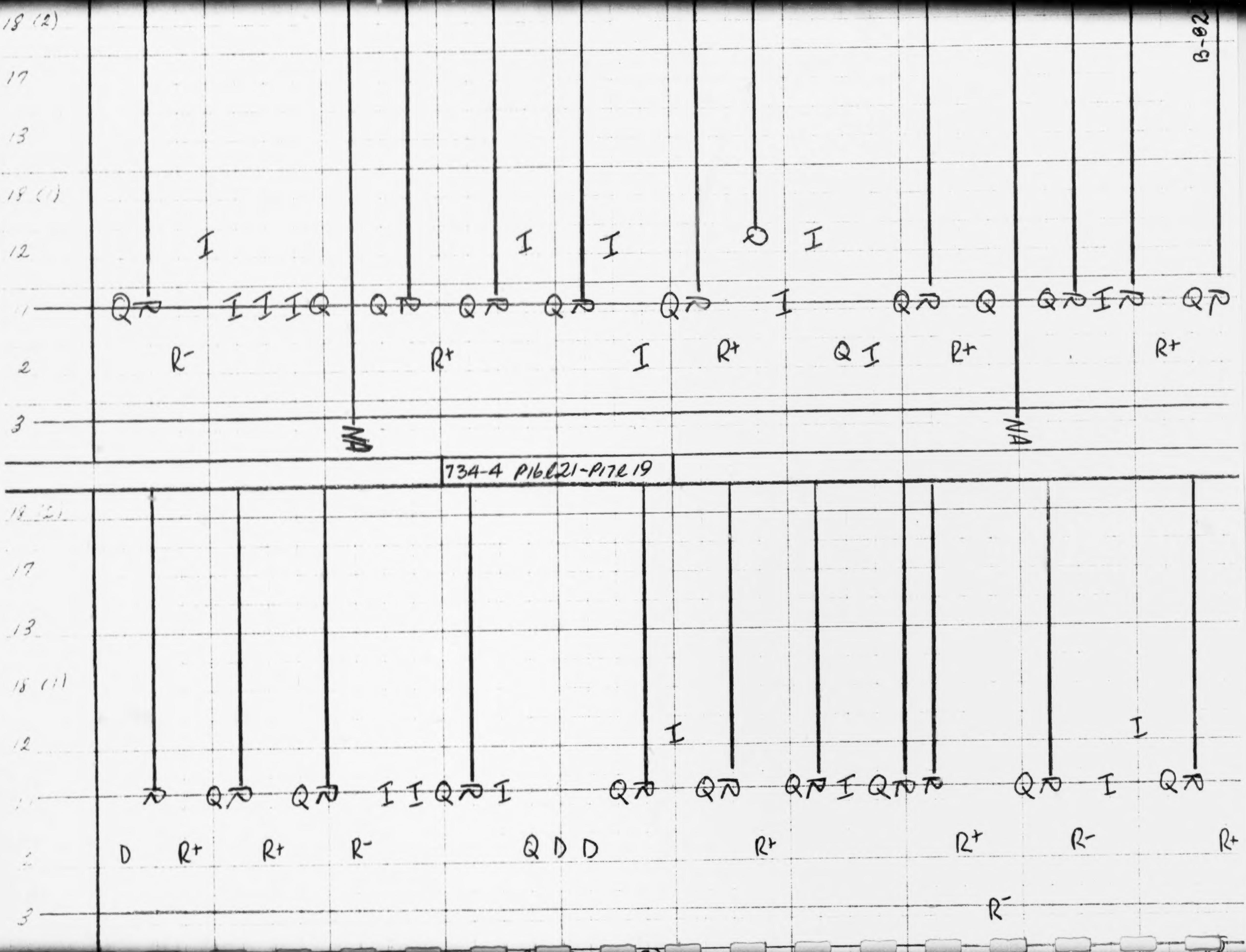
18 (2)
17
13
18 (1)
12
11
2
3
STOP I
734-4 P9026-P10832
IIII
II Q R
D D D D D I
Q R Q R I H
Q D
R+
R-
II
Q R
H Q
I
Q

B-79

B-80


18 (2)
17
13
18 (1)
12
11
2
3
R I I
Q
D D
R+
Q Q
Q
Q
I I
Q Q
Q
Q H
Q
R+ D
R-
734-4 P12l8–P13l13
15 (2)
17
13
18 (1)
12
11
3
Q
Q
I
Q I Q
Q
I Q
I
I
Q
Q
I I I
R+ R+ R- R+
R+ R- R+
R+ R+Q D


8-8
15 (2)
17
13
18 (1)
12
11
2
3
I I
Q
Q
Q
R-
R-
I
I
R-
I
I
Q
Q
Q
Q
Q
R+
R+
R+
R+
R+ R-
I I
I
Q
734-4 P14L17-P15L23
15 (2)
17
13
18 (1)
12
11
2
3
Q
Q
Q
Q
I Q
Q
Q
Q
Q
I I
Q
I I
R
I
R+
R+
R+
R+
R-
R+
R+
R+
R+
R-
Q


18 (2)
17
13
18 (1)
12
11
2
3
Q ~~R~~ I I I Q Q ~~R~~ Q ~~R~~ Q ~~R~~ Q ~~R~~ I Q ~~R~~ Q Q ~~R~~ I ~~R~~ Q ~~R~~
I I I Q I
R⁻ R⁺ I R⁺ Q I R⁺ R⁺
NA
NA
734-4 P16C21-P17C19
~~R~~ Q ~~R~~ Q ~~R~~ I I Q ~~R~~ I Q ~~R~~ Q ~~R~~ Q ~~R~~ I Q ~~R~~ ~~R~~ Q ~~R~~ I Q ~~R~~
I I
D R⁺ R⁺ R⁻ Q D D R⁺ R⁺ R⁻ R⁺
R⁻

(2)

B-8

18(2)
17
13
18(1)
12 I Q~ Q~
11 Q~ Q~ Q~ Q~ I Q~ Q Q~ Q~ Q~
2 R+ R+ D Q R+ R+ R+ R+ R+D D⊘ D D
3 NA

R=

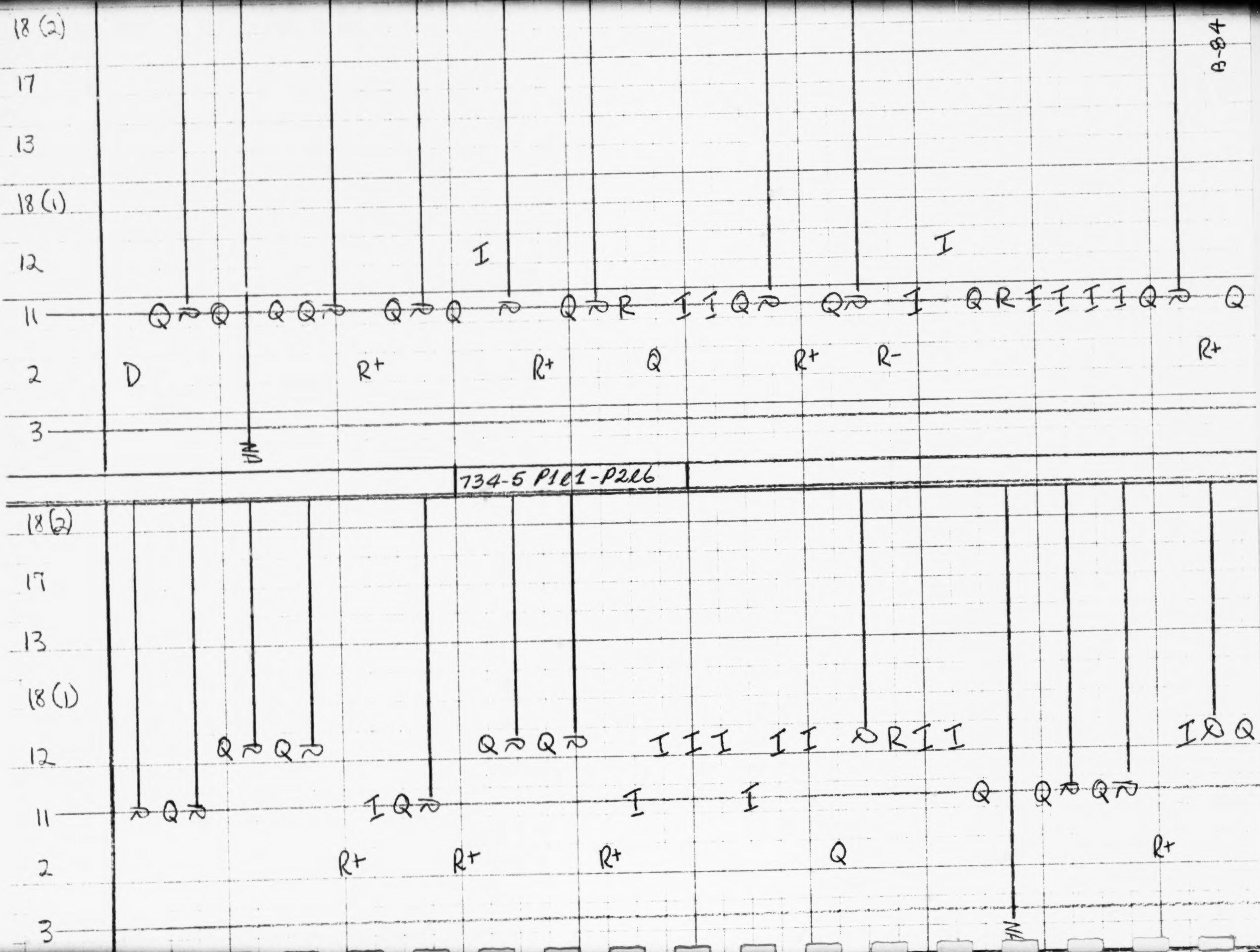
734-4 P18l21 - P19l14

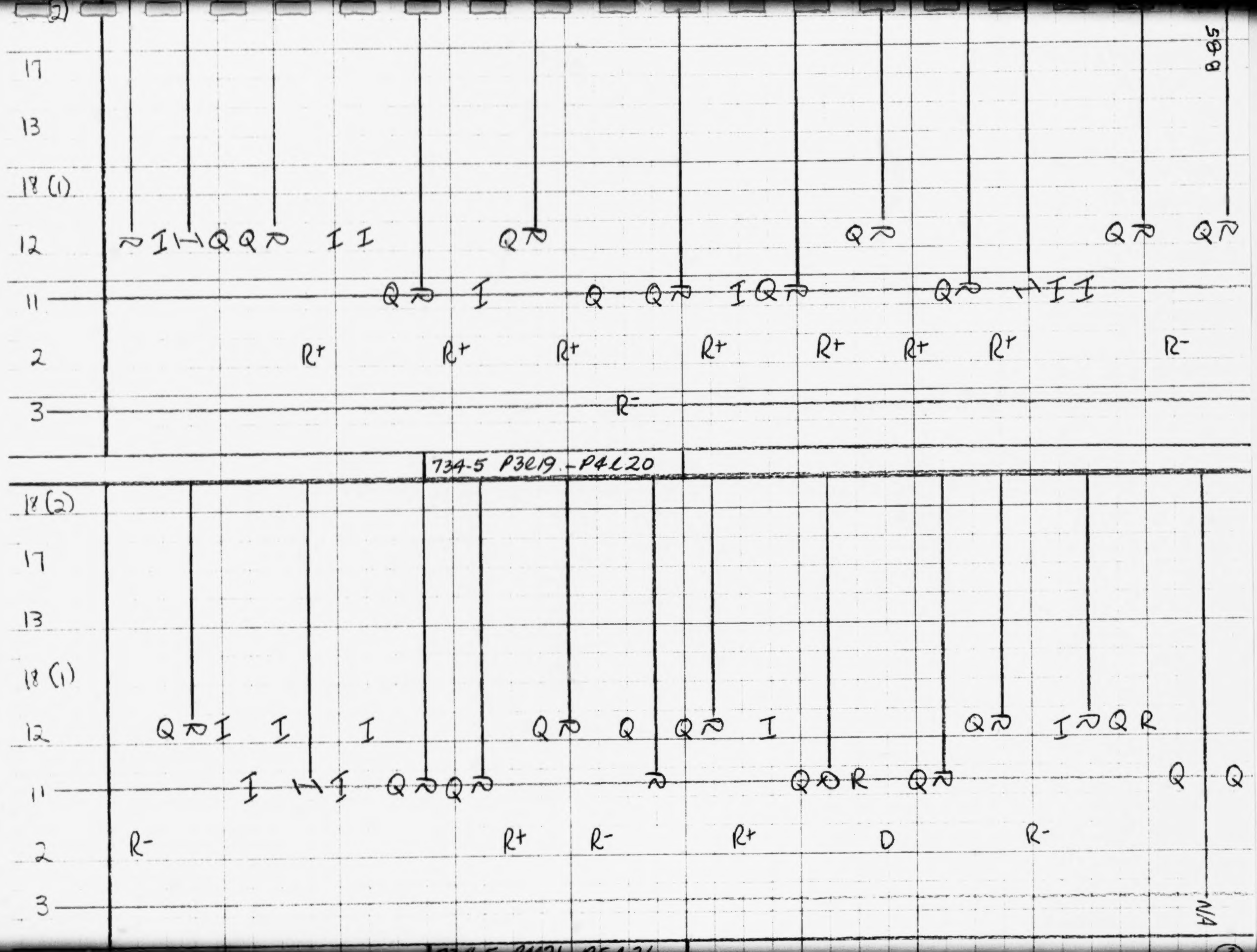
18(2)
17
13
18(1)
12
11
2 D D D
3

SEAT WORK TO BELL

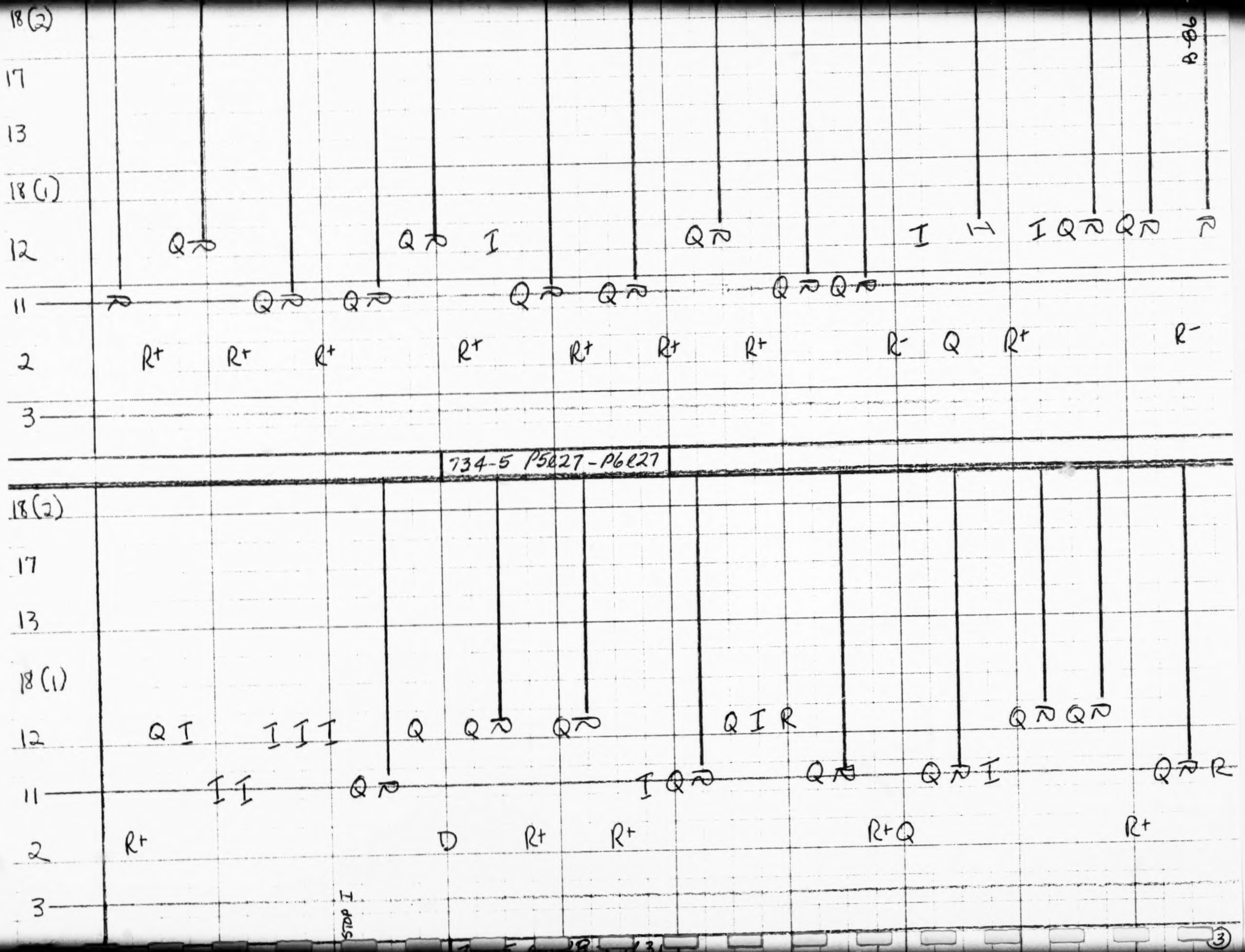
734-4 D19l15-END

⑨


18 (2)
17
13
18 (1)
12
11
2
3
D
Q ~ Q Q Q ~ Q ~ Q ~ Q ~ R I I Q ~ Q ~ I Q R I I I I Q ~ Q
I
I
R+
R+
Q
R+
R-
R+
734-5 P1l1-P2l6
18 (2)
17
13
18 (1)
12
11
2
3
Q ~ Q ~ Q ~ Q ~ I I I I I ~ R I I I ~ Q
~ Q ~ I Q ~ I I Q Q ~ Q ~
R+
R+
R+
Q
R+

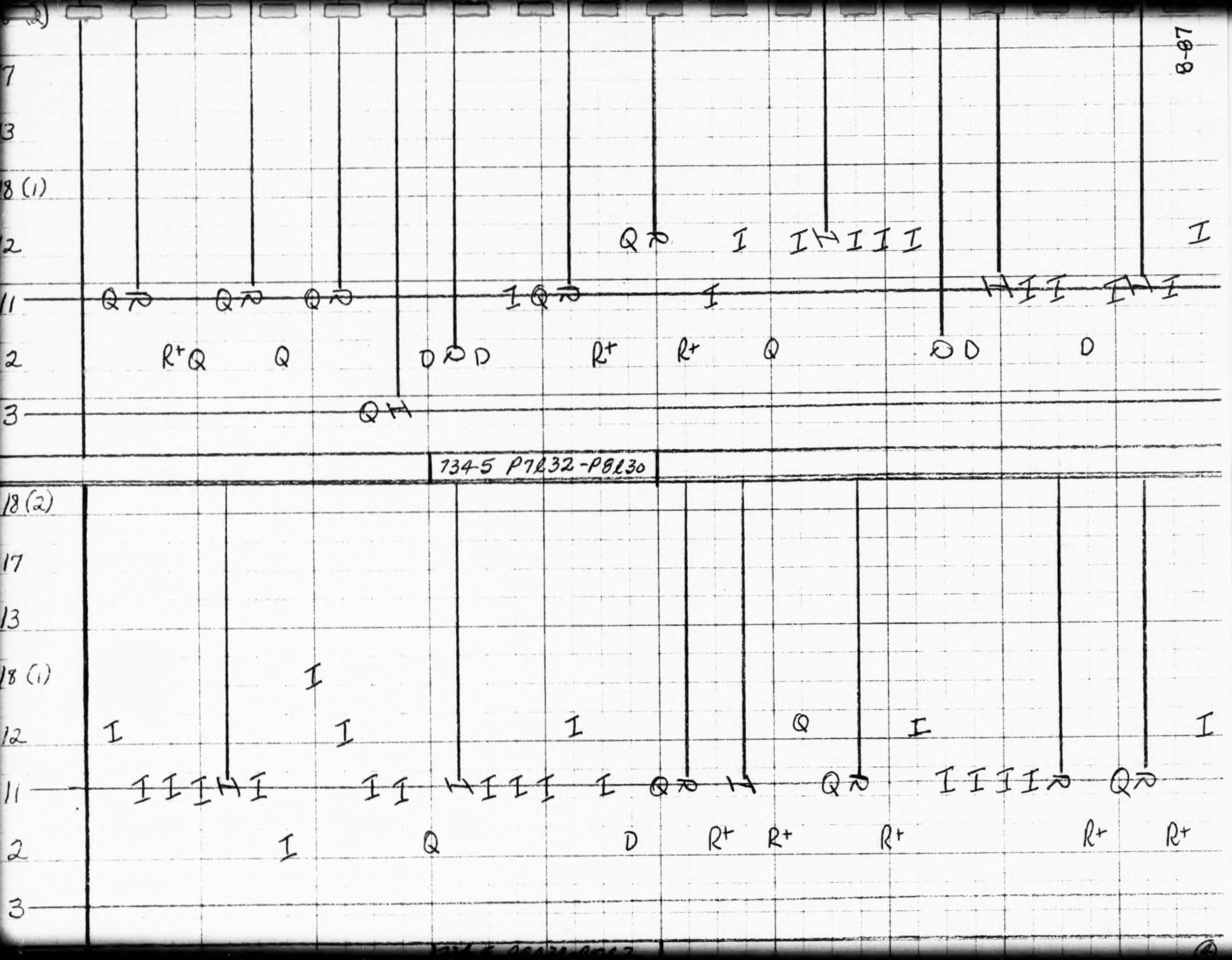

17
13
18 (1)
12
11
2
3
734-5 P3L19 - P4L20
18 (2)
17
13
18 (1)
12
11
2
3
Q R I R Q
I ⊣ I
Q R Q R
I
Q
Q R
I Q R
Q R
Q R
⊣ I I
Q R
Q R
R+
R+
R+
R+
R+
R+
R+
R-
R-
Q R I
I
I
I ⊣ I
Q R Q R
Q R
Q
Q R
I
R
Q O R
Q R
Q R
I R Q R
Q
Q
R-
R+
R-
R+
D
R-
NA

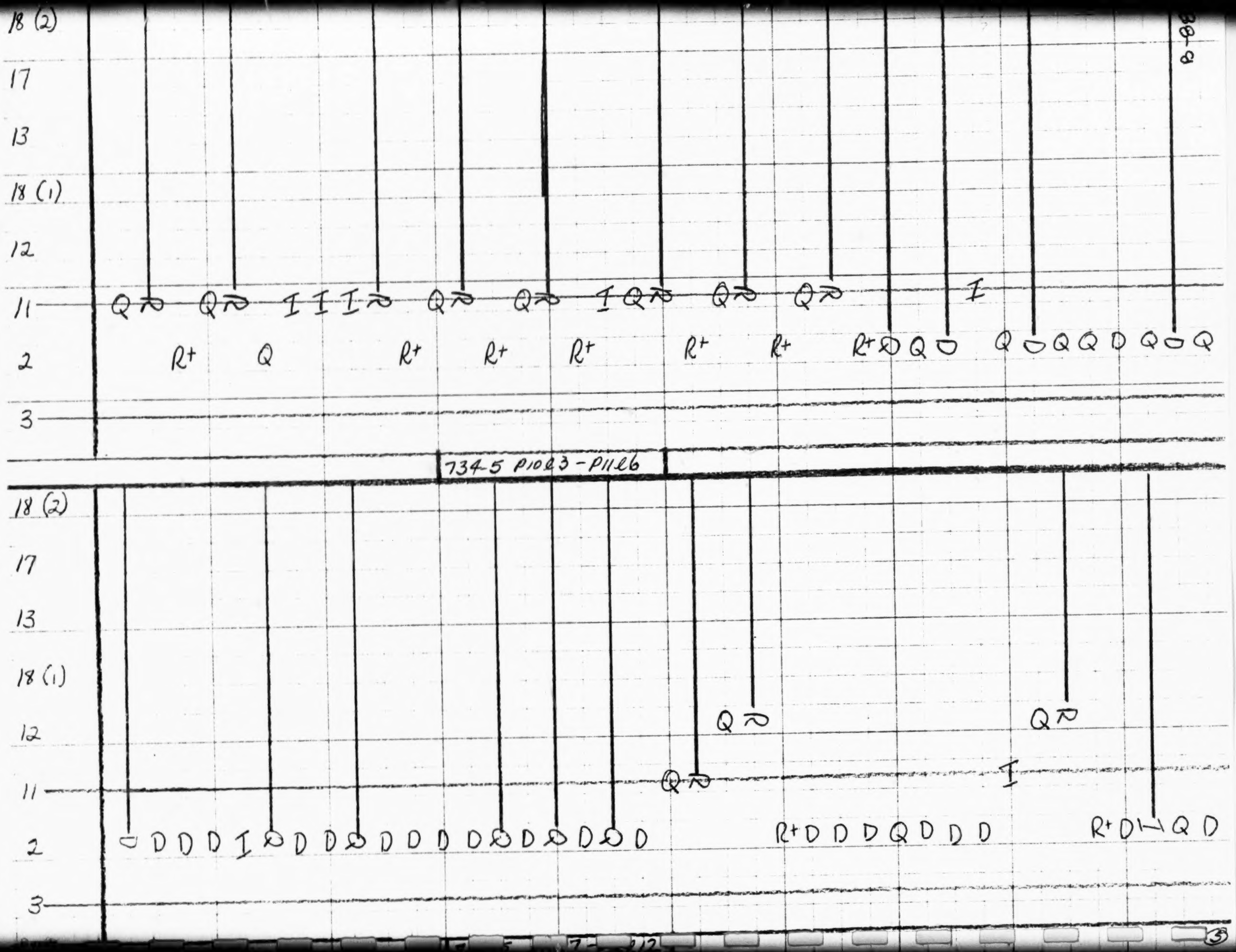
B-86

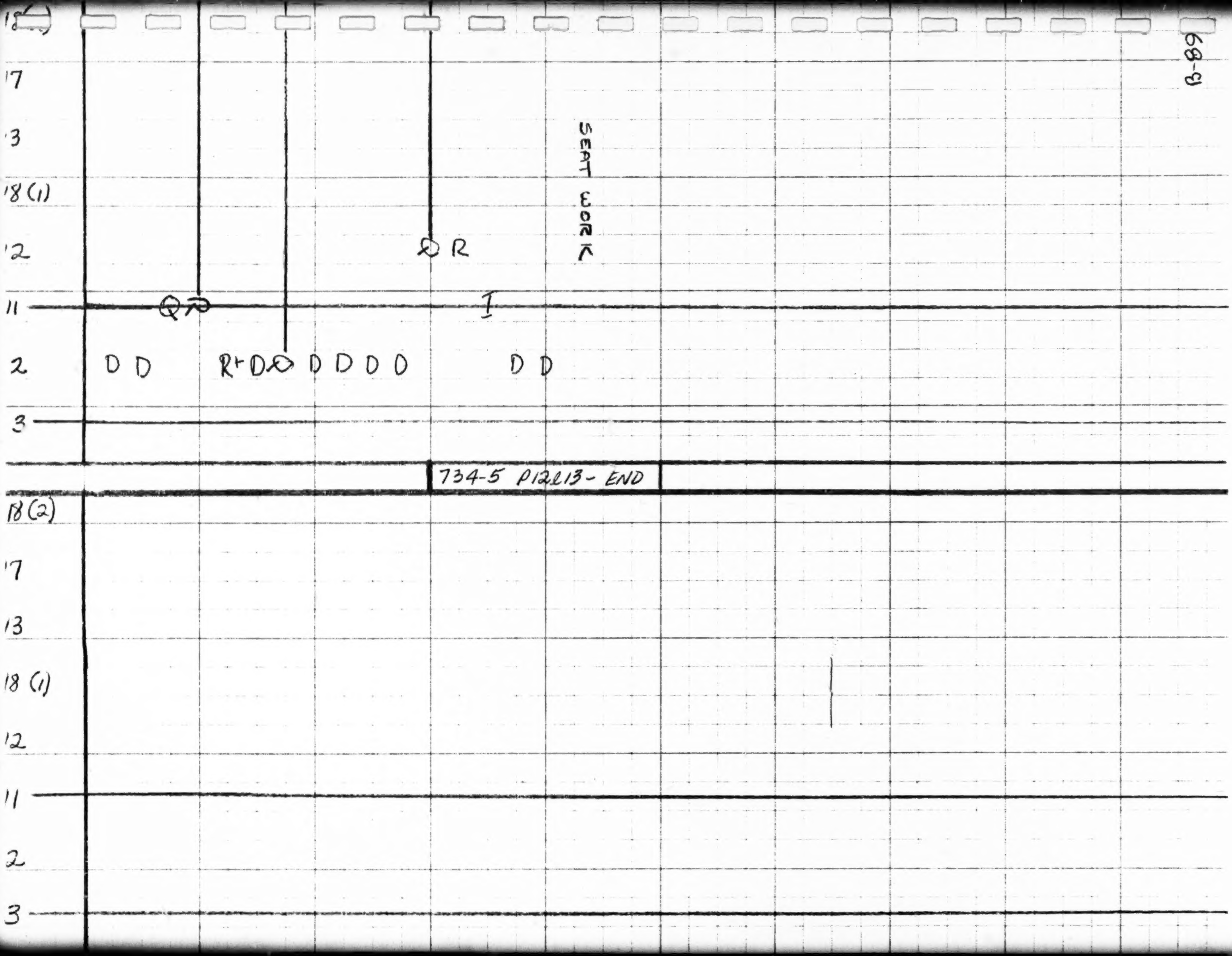

18(2)
17
13
18(1)
12
11
2
3
Q R
Q R
Q R
Q R I
Q R
Q R
Q R
Q R
Q R Q R
I
I Q R Q R
R
R+
R+
R+
R+
R+
R+
R+
R- Q R+
R-
734-5 P5C27-P6C27
18(2)
17
13
18(1)
12
11
2
3
Q I
I I
I I I
Q R
Q
Q R
Q R
I Q R
Q I R
Q R
Q R I
Q R Q R
Q R R
R+
D
R+
R+
R+Q
R+
STOP I

③

8-87


7
13
18 (1)
12
Q↷ I I↦I I I I
11
Q↷ Q↷ Q↷ I Q↷ I ↦I I I↦I
2
R+Q Q D↷D R+ R+ Q ↷D D
3
Q↦
734-5 P7l32-P8l30
18 (2)
17
13
18 (1)
I
12
I I I Q I I
11
I I I↦I I I ↦I I I I Q↷ ↦ Q↷ I I I I↷ Q↷
2
I Q D R+ R+ R+ R+ R+
3


B-88
18 (2)
17
13
18 (1)
12
11
2
3
Q Q I I I Q Q I Q Q Q I
R+ Q R+ R+ R+ R+ R+ R+ Q Q Q Q Q D Q Q
734-5 P10@3-P11@6
18 (2)
17
13
18 (1)
12
11
2
3
Q Q Q
Q
I
D D D I D D D D D D D D D
R+ D D D Q D D D
R+ D Q D
③

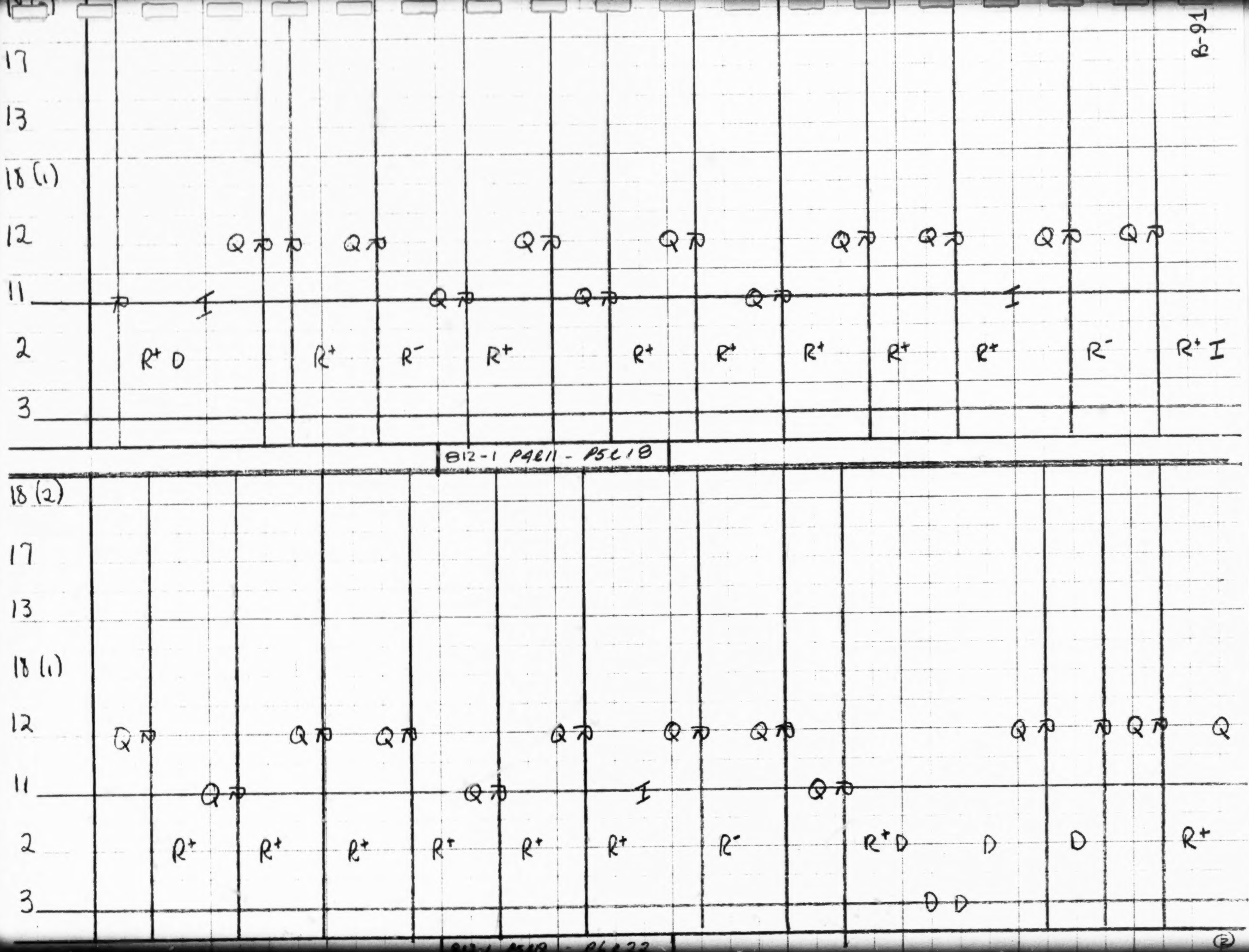

D D
Q R
R+D Q D D D D
Q R
I
D D
SEAT WORK
734-5 P12&13- END

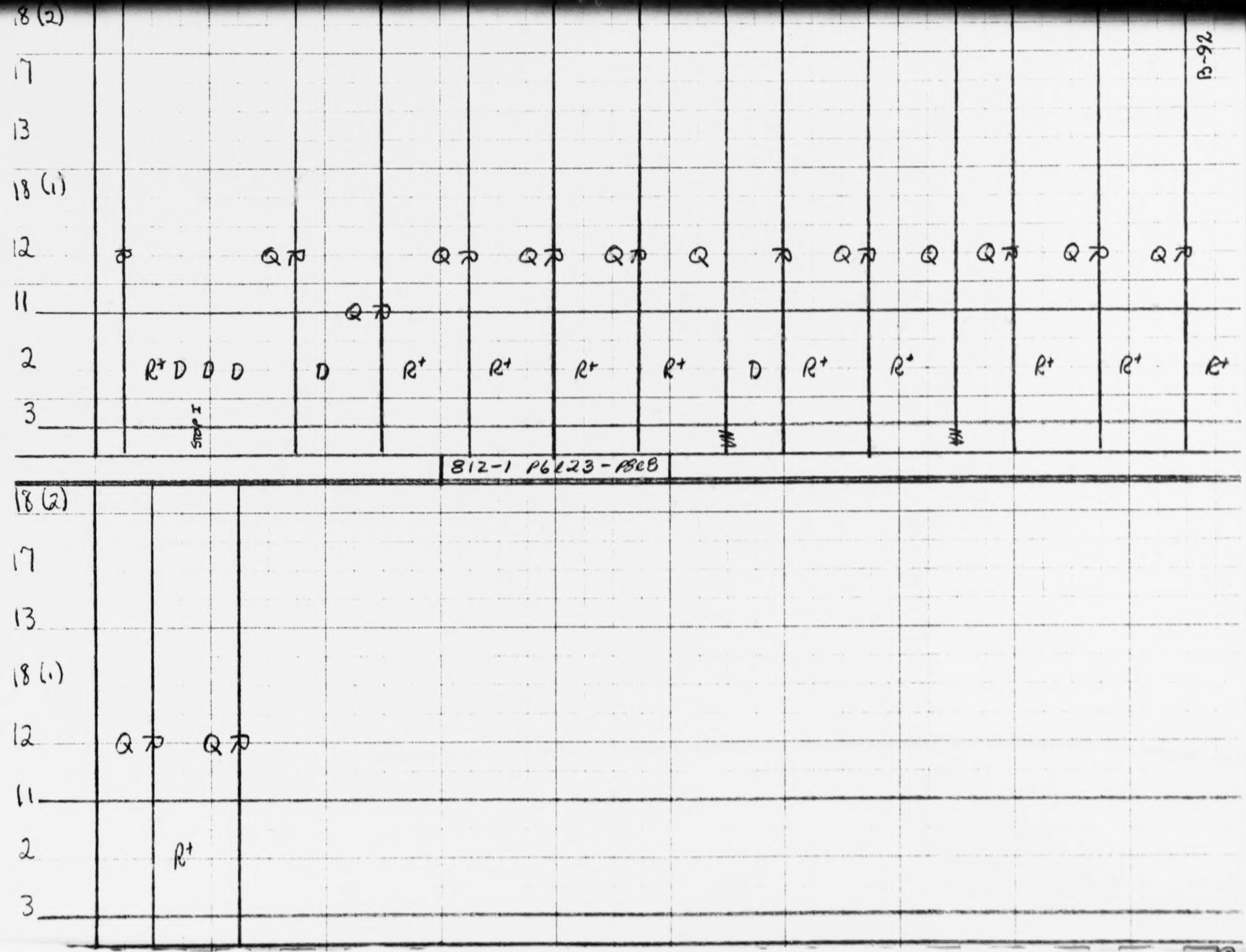
7	
3	
8 (1)	
2	PUPILS WORK ON TEST STILL WORKING STILL WORKING STILL WORKING I I I
1	
2	Q D D D D D D D D D D D D Q D Q D D D D D Q D Q D D D
3	I D D R^- D D Q D I

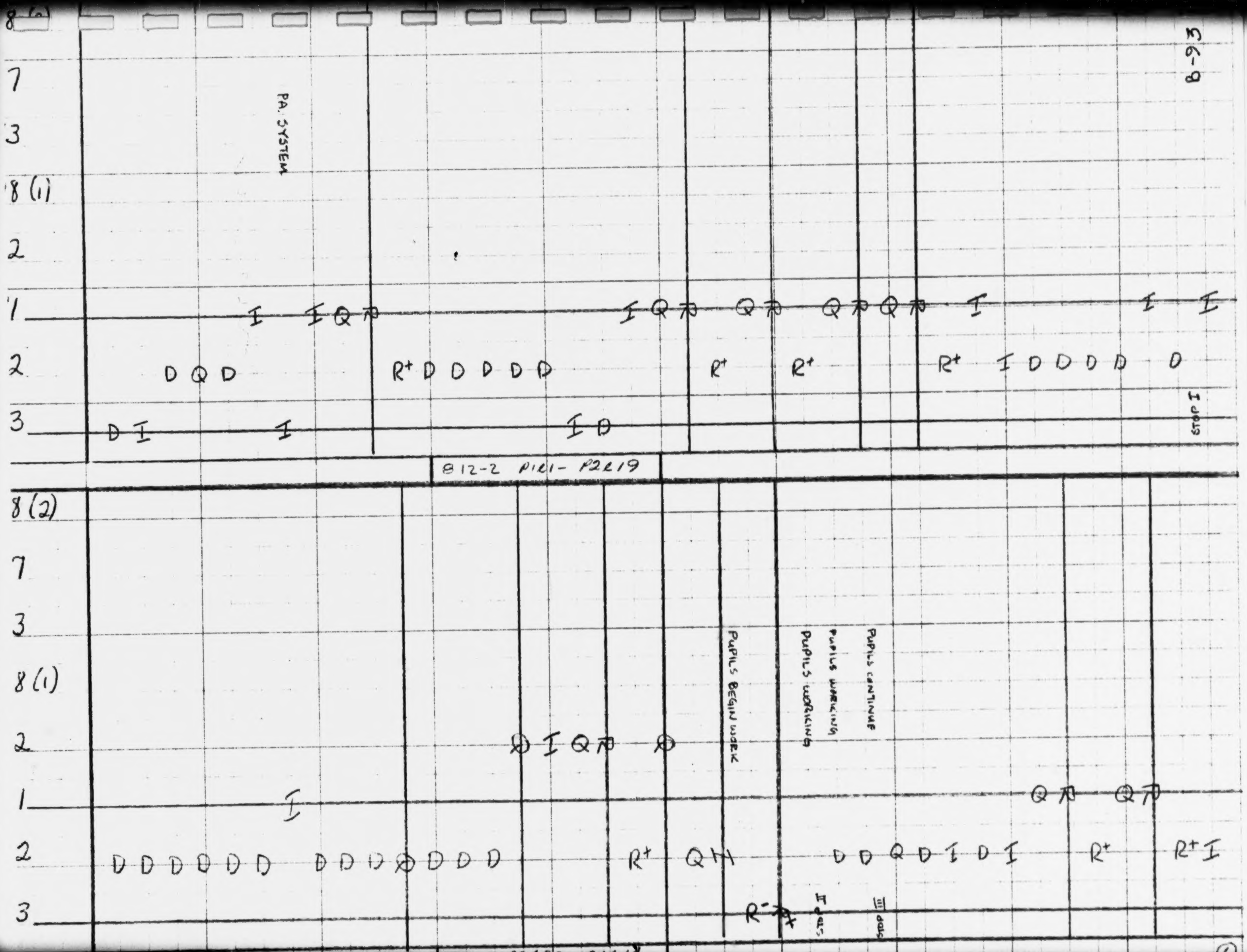
B12-1 P1C1- P2C15

8 (2)	
7	
3	
8 (1)	LAUGHTER
2	Q R I I Q Q R I I Q R Q R Q R Q R Q R
1	Q R Q R Q R Q R I Q
2	R^+ R^+ R^+ R^+ I R^+ R^+ R^+ R^+
3	NA

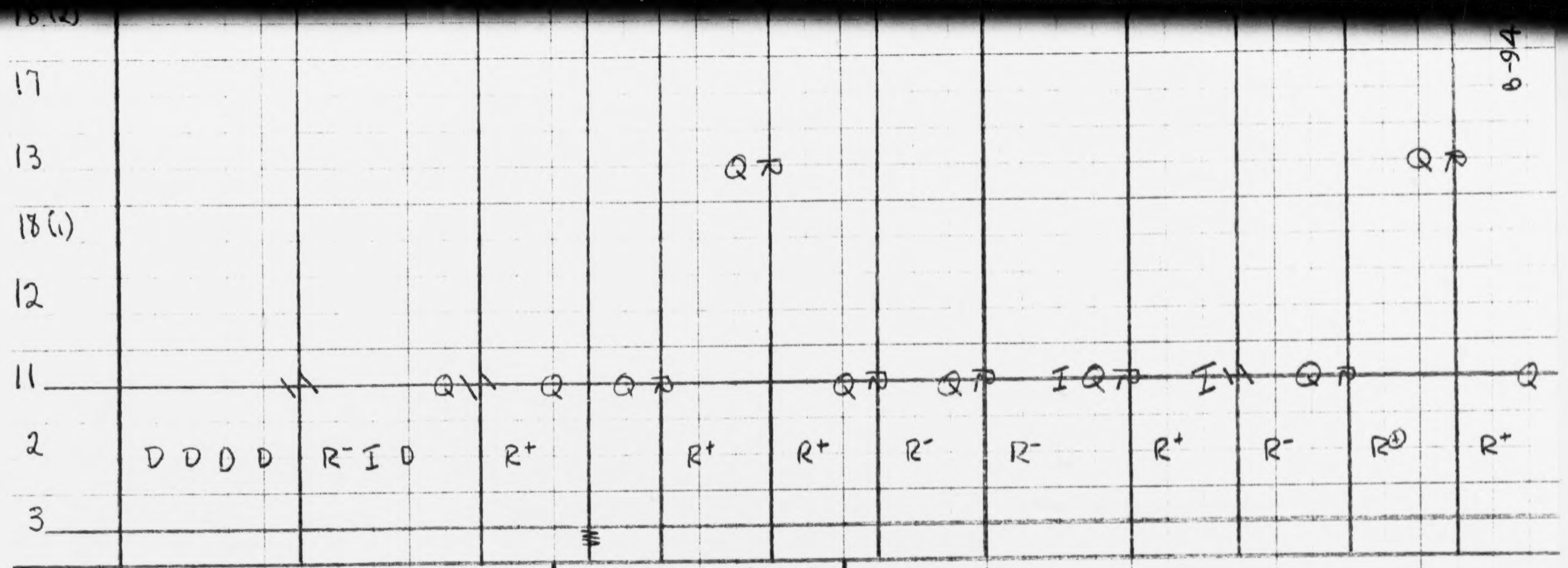
B12 3C1 P4


17
13
18 (1)
12
11
2
3
Q R R
Q R
Q R
Q R
Q R
Q R
Q R
Q R
R
I
Q R
Q R
Q R
I
R+ D
R+
R-
R+
R+
R+
R+
R+
R+
R-
R+ I
B12-1 P4C11 - P5C18
18 (2)
17
13
18 (1)
12
11
2
3
Q R
Q R
Q R
Q R
Q R
Q R
Q R
R Q R
Q
Q R
Q R
I
Q R
R+
R+
R+
R+
R+
R+
R-
R+ D
D
D
R+
D D

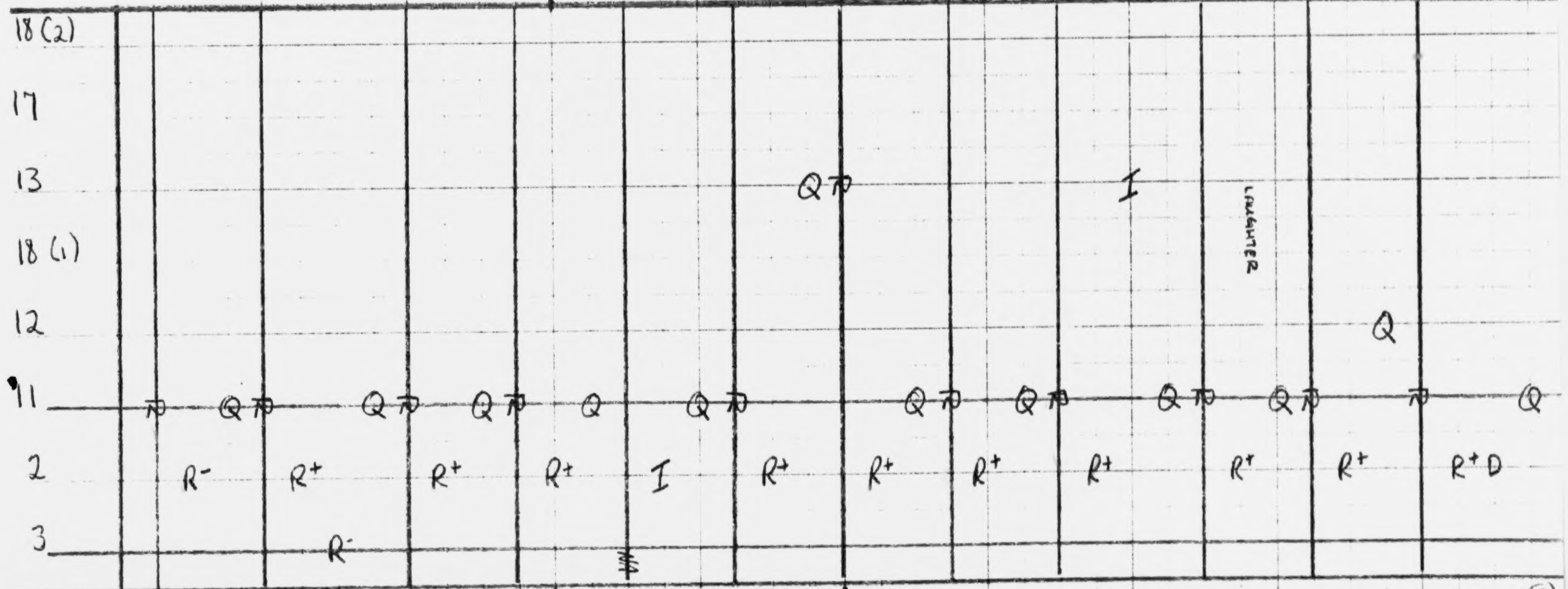

18 (2)
17
13
18 (1)
12
11
2
3
Q R Q R Q R Q R Q R Q R Q R Q R Q R Q Q R Q R Q R Q R Q R
R+ D D D D R+ R+ R+ R+ D R+ R+ R+ R+ R+
STOP I
812-1 P6L23-P3CB
18 (2)
17
13
18 (1)
12
11
2
3
Q R Q R
R+


8 (2)
7
3
8 (1)
2
1
2
3
PA. SYSTEM
I I Q R I Q R Q R Q R Q R I I I
D Q D R+ D D D D D R+ R+ R+ I D D D D D
D I I I D
STOP I
B12-2 P1R1- P2R19
8 (2)
7
3
8 (1)
2
1
2
3
Q I Q R Q
I Q R Q R
D D D D D D D D D Q D D D R+ Q H D D Q D I D I R+ R+ I
R- R+
PUPILS BEGIN WORK
PUPILS WORKING
PUPILS WORKING
PUPILS CONTINUE
STOP II
STOP III

b-94

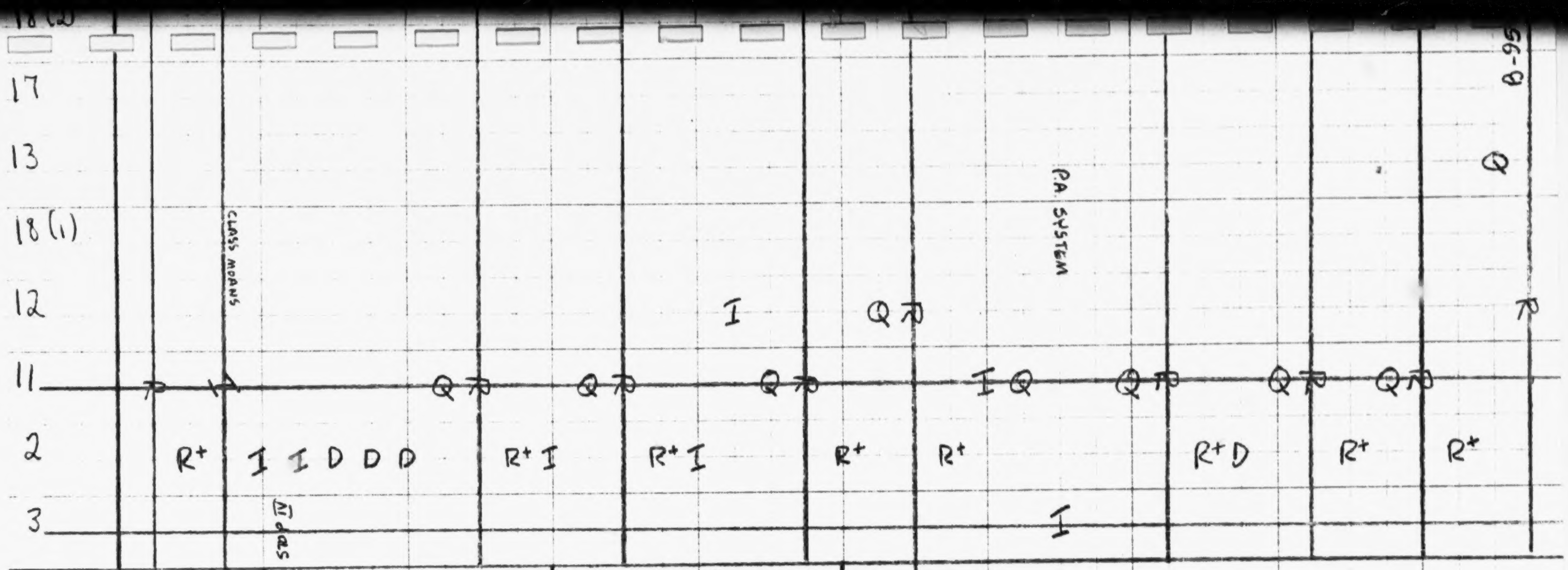

18(2)
17
13
18(1)
12
11
2
3
Q P
Q P
// Q// Q Q P Q P Q P I Q P I// Q P Q
D D D D R⁻ I D R⁺ R⁺ R⁺ R⁻ R⁻ R⁺ R⁻ R⊕ R⁺

312-2 P4C15 - P5C26

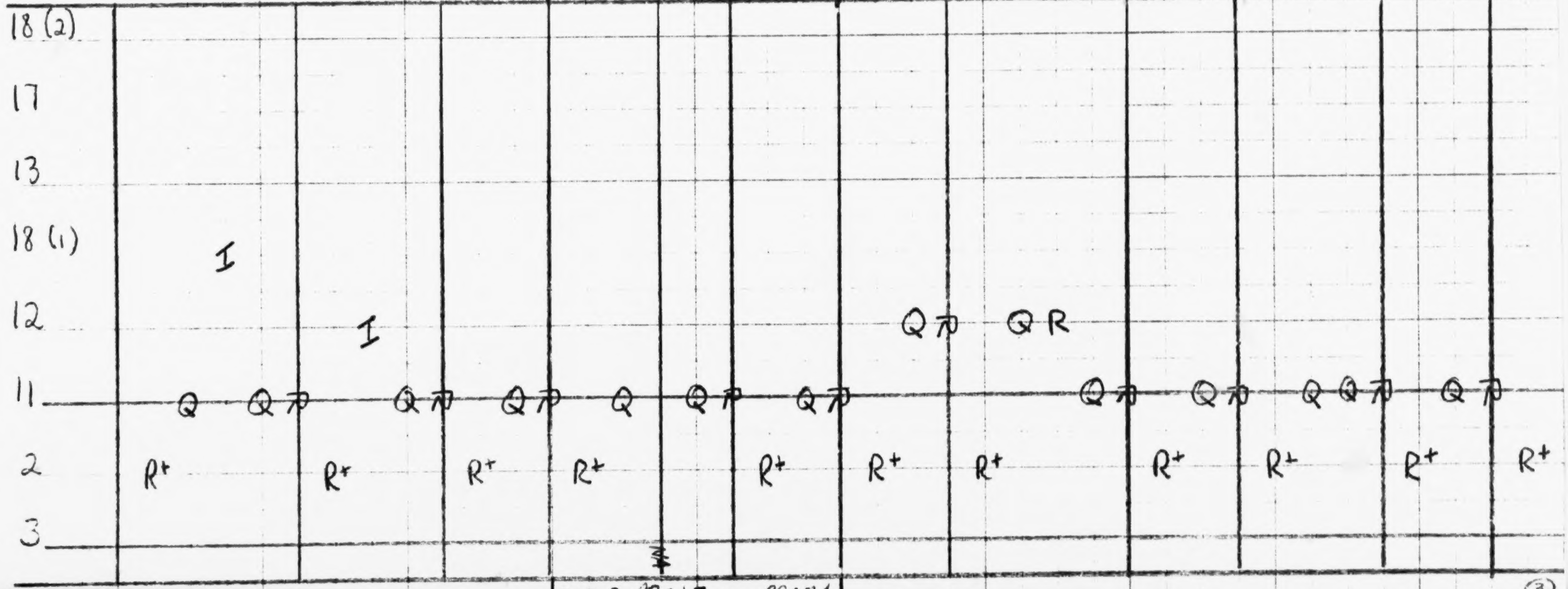

18(2)
17
13
18(1)
12
11
2
3
Q P
I
LAUGHTER
Q
P Q P Q P Q P Q Q P Q P Q P Q P Q P P Q
R⁻ R⁺ R⁺ R⁺ I R⁺ R⁺ R⁺ R⁺ R⁺ R⁺ R⁺ D
R⁻

312-2 P5C27- P7C7

B-95



B12-2 P7L8- P8L16



B12-2 P8L17 - P9L24

17
13
18 (1)
12
11
2 D D Q D D Q D D D D D
3

B12-2 P9225- END

18 (2)
17
13
18 (1)
12
11
2
3

⑦

18 (2)													
17													
13													
18 (1)													
12													
11	Q P	Q	P	Q P	Q P	Q P	Q P	Q P	Q P	Q P	Q P	Q P	Q P
2	D	R^+	O D	R^+ I	R^+	R^+	R^+	R^+	R^+	R^+	R^+		R^+
3	I												

B12-3 P1L1 - P2L16

18 (2)													
17													
13								LAUGHTER					
18 (1)													
12								Q P					
11	Q P	Q P	Q P	Q P	Q P	Q	Q P	Q	Q P	Q P	Q P	P	Q
2	R^+	R^+	R^+	R^+	R^+)	R^+	H	R^+ D	R^+	R^+	R^+	R^+ Q	R^+
3													

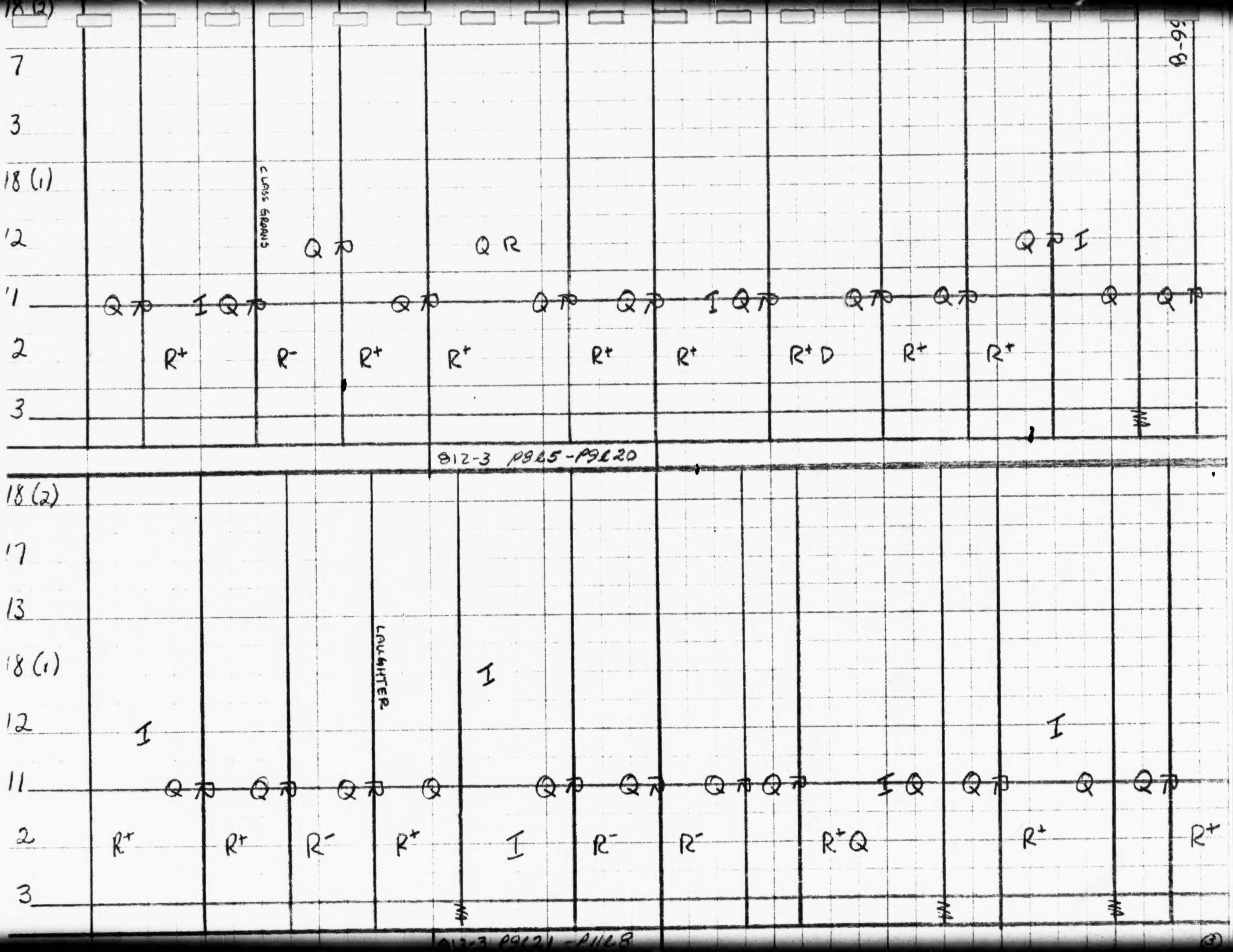
B12-3 P2L17 - P4L3

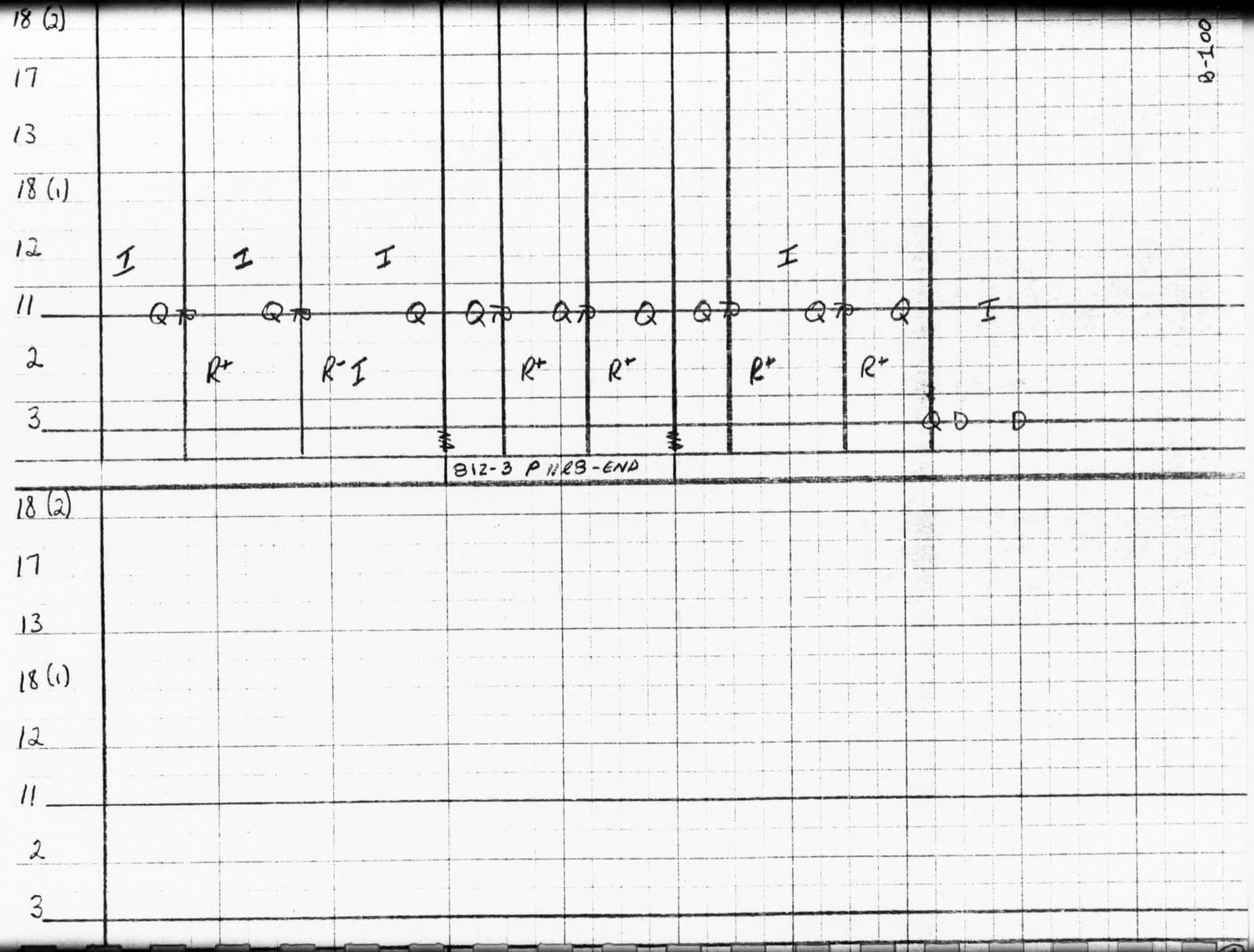
①

8(2)
7
3
3(1)
2 Q R PUPILS CONTINUE PUPILS DO SEAT WORK PUPILS CONTINUE
1 R Q R I I I I I Q
2 R+ R+ D D D Q D D Q D D D D D R+ D D D I D D D I I
3 STOP I D D I STOP II STOP III D

812-3 P424-P628

8(2)
7
3
8(1) LAUGHTER LAUGHTER
2
1 R Q R Q R Q R Q R Q R I Q R I Q R Q R Q R I Q R I I
2 R+ R+ D R- R+ R+ R- R+ R+ R+ R+ R+ I
3 STOP IV


18 (2)
7
3
18 (1)
12
11
2
3
CLASS GROANS
Q R Q R
Q R I Q R R+ R- Q R R+ Q R R+ Q R R+ Q R R+ I Q R R+ D Q R R+ Q R R+ Q R I Q Q R
B12-3 P9ℓ5-P9ℓ20
18 (2)
17
13
18 (1)
12
11
2
3
LAUGHTER
I I I
R+ Q R R+ Q R R- Q R R+ Q I Q R R- Q R R- Q R Q R R+ Q I Q Q R R+ Q Q R R+
B12-3 P9ℓ21 -P11ℓ8
B-96
(3)


18 (2)
17
13
18 (1)
12
11
2
3
I
I
I
I
Q
Q
Q
Q
Q
Q
Q
Q
Q
I
R+
R- I
R+
R+
R+
R+
Q D D
812-3 P 1:28-END
18 (2)
17
13
18 (1)
12
11
2
3

B-100

B-101

17	
13	
18 (1)	
12	
11	I I Q R Q R Q R Q R Q Q R
2	D D D D D D D D D D R⁺ R⁻ A R⁺ R⁺ Q I R⁺
3	I I I I Q I I

CONTINUE WORKING

PUPILS TAKE TEST

STOP

B12-4 P1L1- P3L10

18 (2)	
17	
13	Q I Q
18 (1)	
12	R R Q R Q Q R I Q R
11	Q R I Q R Q R Q Q R Q R Q R
2	R⁺ R⁺ R⁺ R⁺ R⁺ R⁺ R⁻ R⁺ R⁻ R⁺
3	

B12-4 P3L11- P4L26

①

B-102

17	
13	Q I Q R I
8 (1)	
12	R
1	Q R Q R Q R I Q R Q R Q R
2	R+ R+ R+ R+ R+ R+ R+ R+ R+ I D D D D D D D D
3	Stop II D Stop III

PUPILS DO SEAT WORK

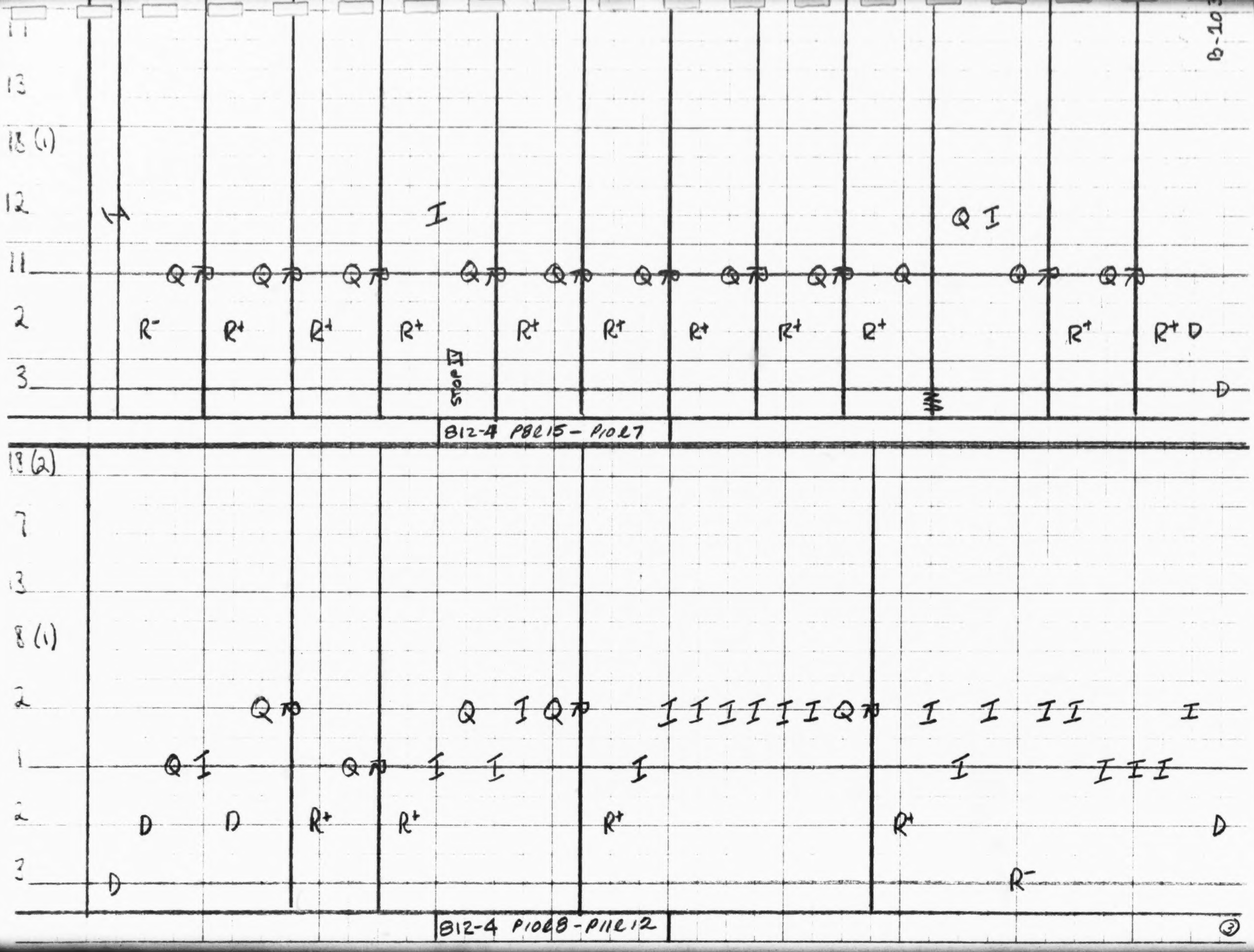
STILL WORKING

STILL WORKING

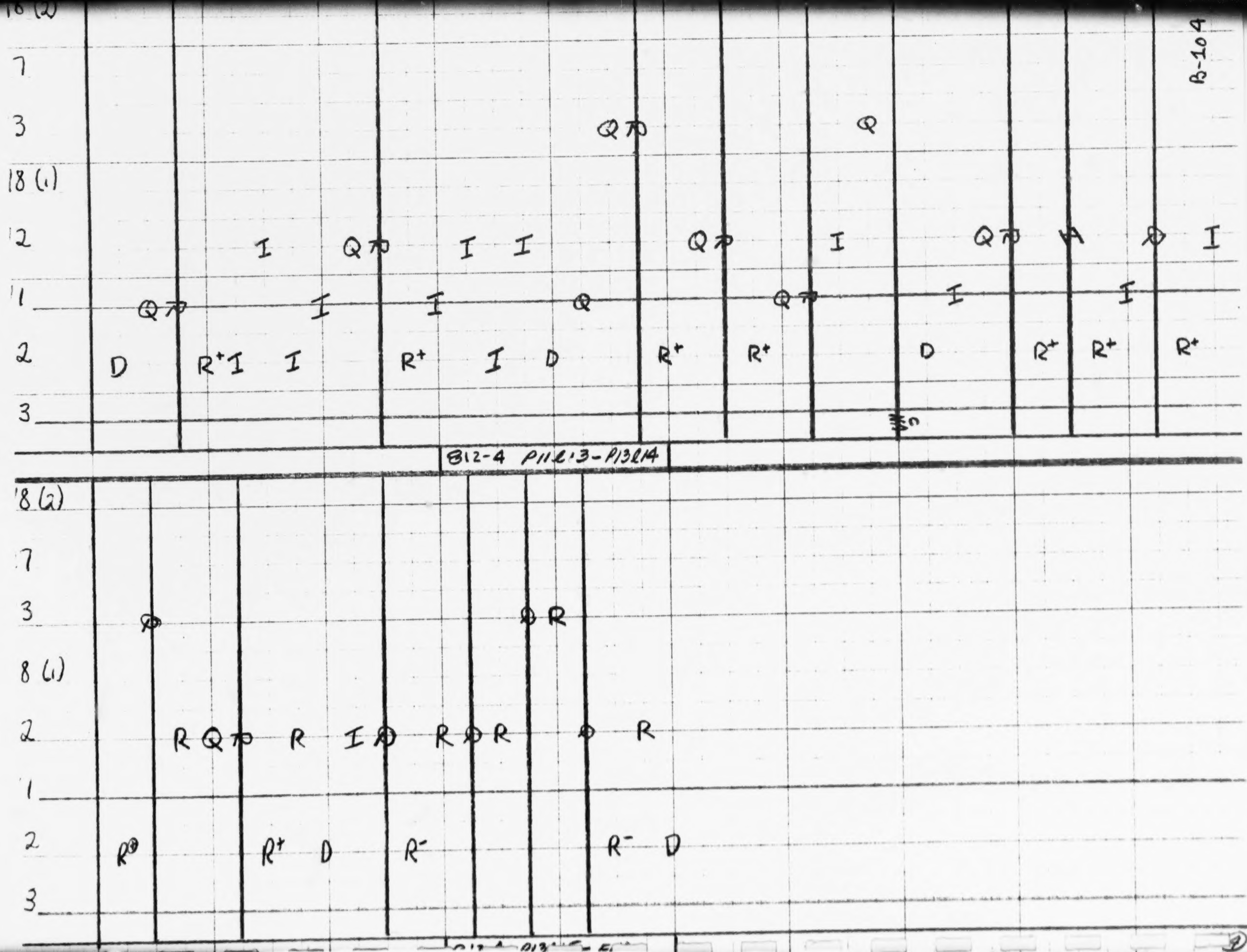
B12-4 P5C1 - P6C12

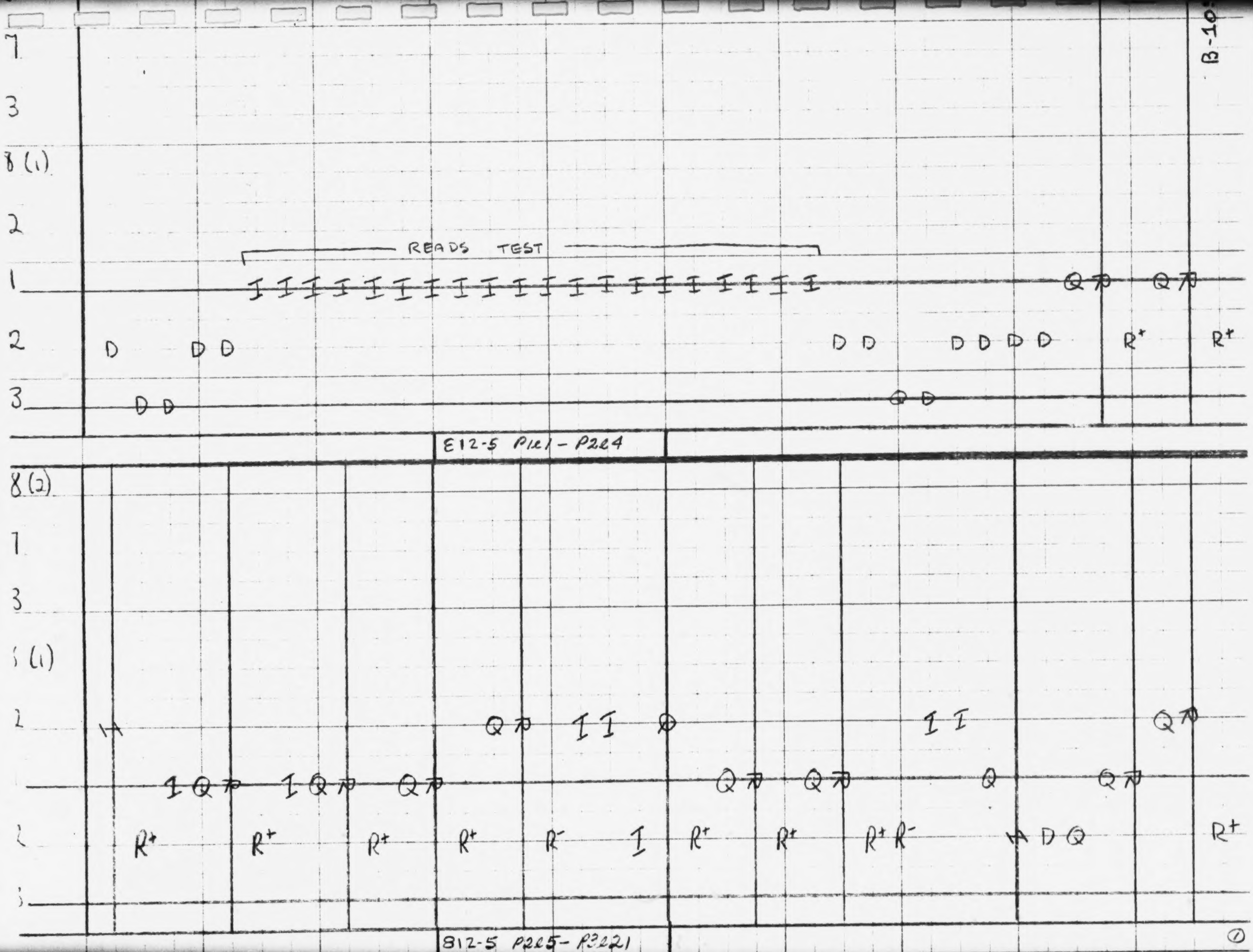
8 (2)	
7	
3	
3 (1)	
2	Q Q R ⊕R I
1	Q R I Q Q R Q R Q R Q R Q R Q R Q R
2	D R+ R+ R+ R+ R- R+ ⊕ D R+ R+ R- R+
3	

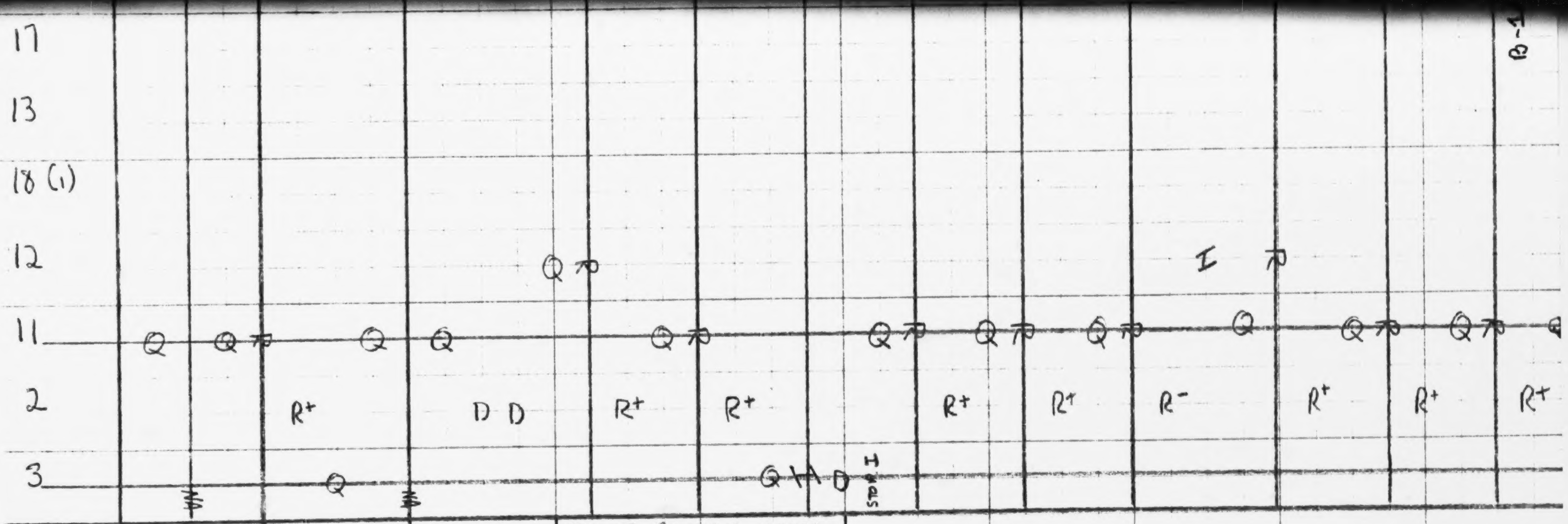
B12-4 P6C13 - P9C14


11
13
18 (1)
12
11
2
3
Q I
Q ⊼
R⁻
R⁺
R⁺ D
D
STOP IV
B12-4 P8C15-P10C7
18 (2)
7
3
8 (1)
2
1
2
3
Q I
Q ⊼
I
D
R⁺
R⁻
B12-4 P10C8-P11C12
③

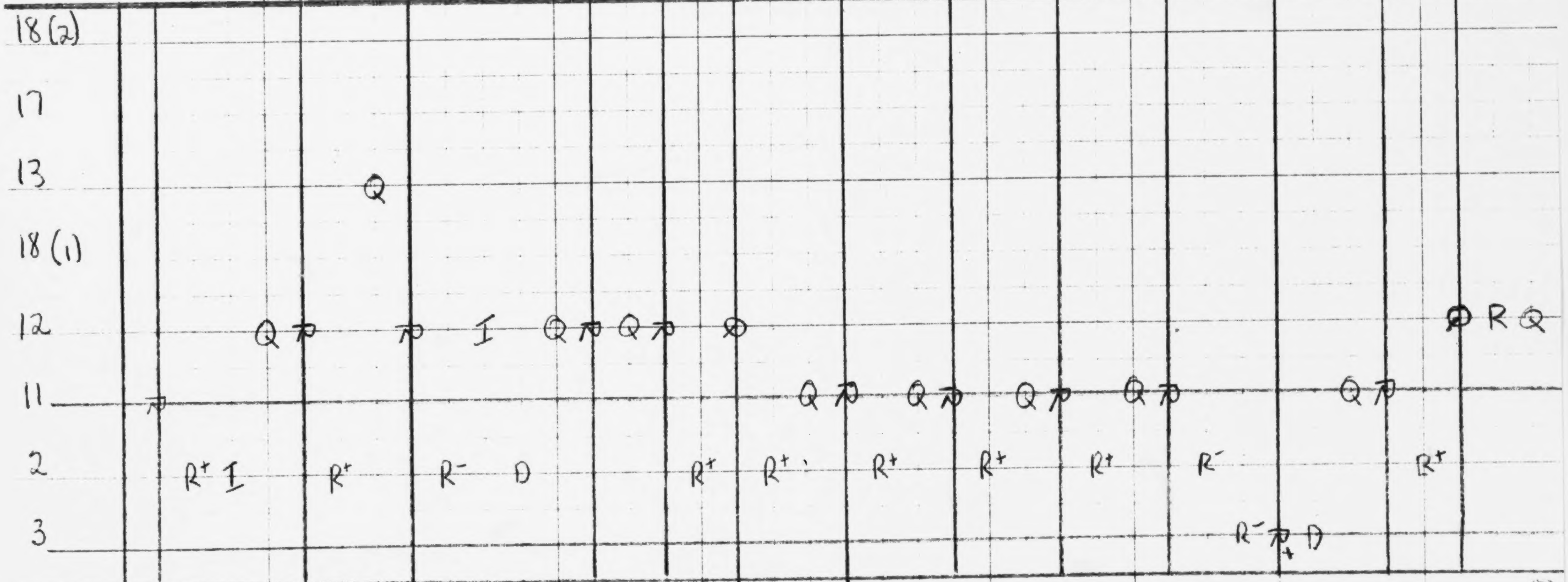
B-104


18 (2)
7
3
18 (1)
12
11
2
3
Q
Q
I
I
I
I
I
I
I
I
I
I
A
D
D
D
R+
R+
R+
R+
R+
R+
R+
B12-4 P112.3-P132.14
18 (2)
7
3
8 (1)
2
1
2
3
R
R
R
R
R
R
I
R+
R-
R-
D
D


7
3
8 (1)
2
1
2
3
READS TEST
I I I I I I I I I I I I I I I I I I I I
D D D
D D
D D D D D D
Q D
Q ↗ Q ↗
R⁺ R⁺
E12-5 P121 - P224
8 (2)
7
3
5 (1)
2
2
3
I Q ↗ I Q ↗ Q ↗
Q ↗ I I Q
Q ↗ Q ↗ I I Q Q ↗ Q ↗
R⁺ R⁺ R⁺ R⁺ R⁻ I R⁺ R⁺ R⁺ R⁻ D Q R⁺
812-5 P225 - R3221
①

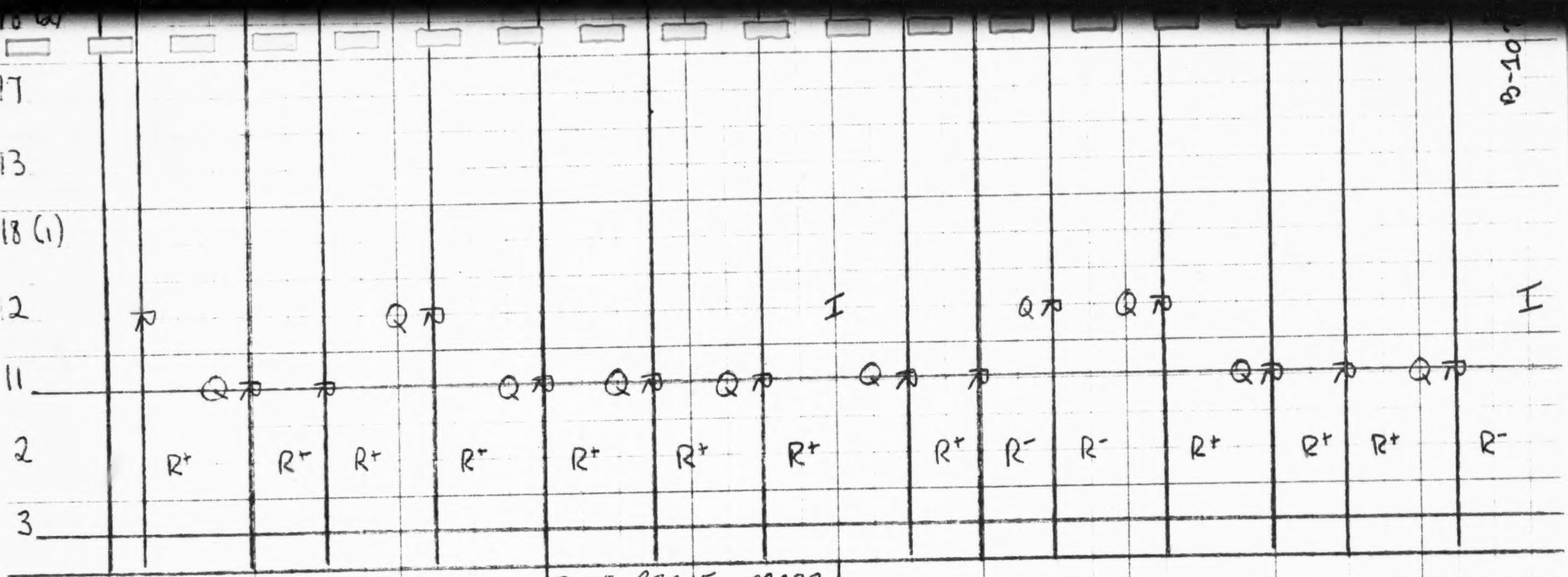


812-5 P3C22-P5C19

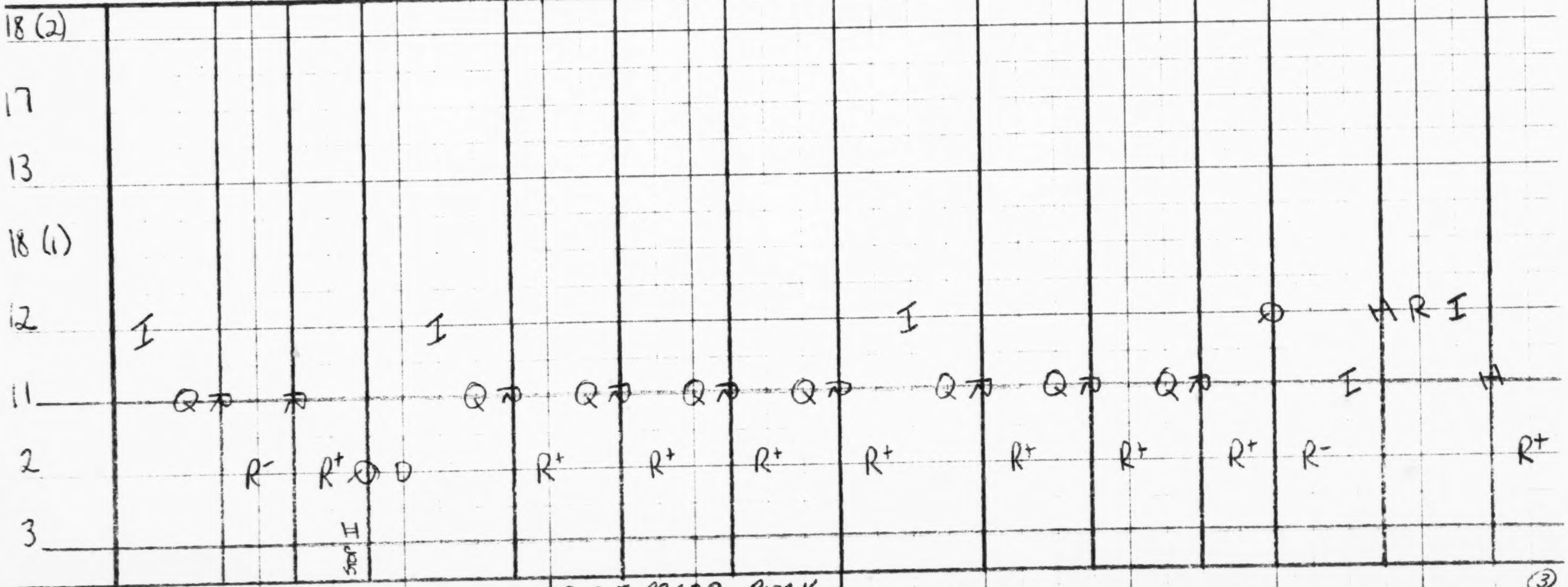


812-5 P5C20 - P7C14

B-10

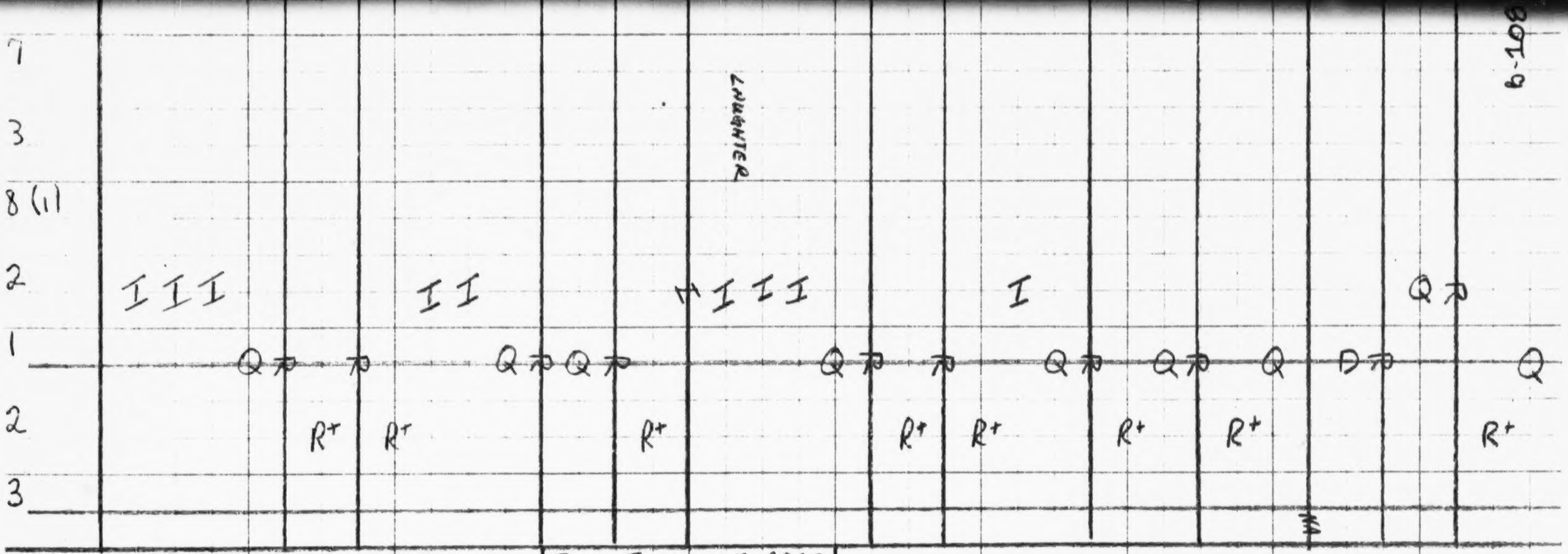

18 (2)
17
13
18 (1)
12
11
2
3
Q
I
R+
R-

B125 P7E15_ P8E23

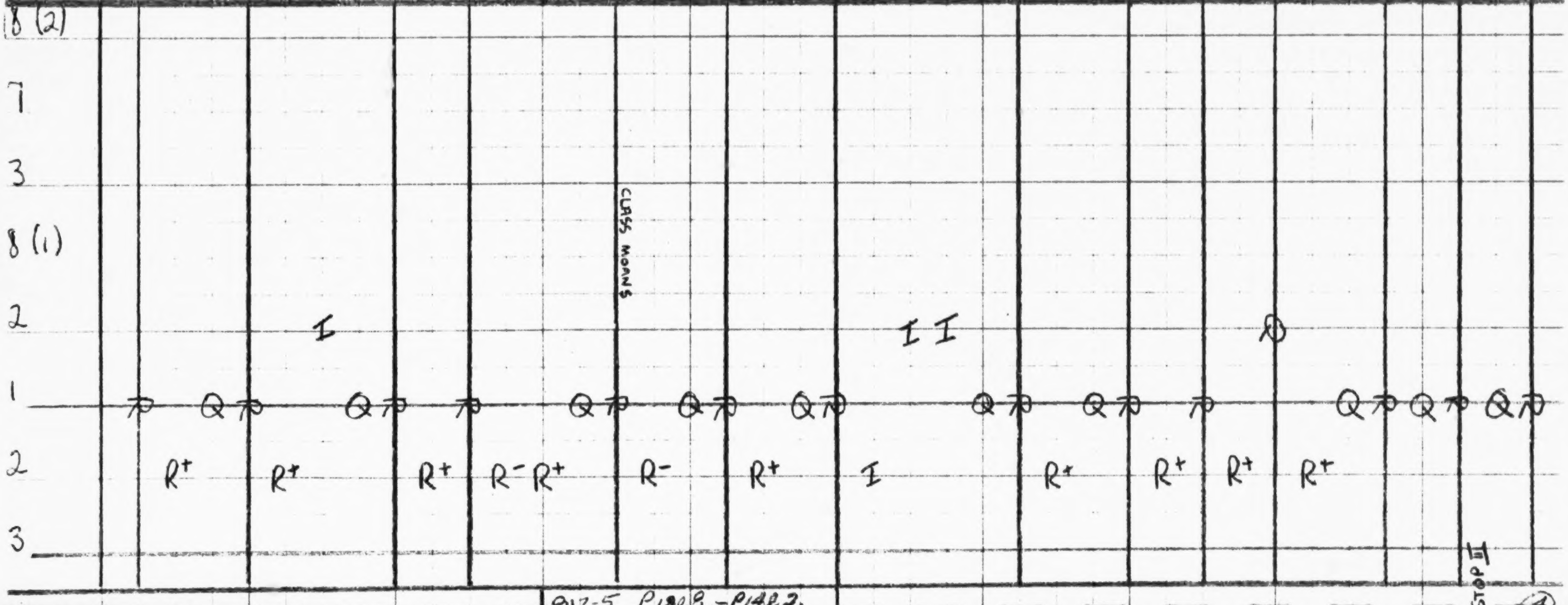

18 (2)
17
13
18 (1)
12
11
2
3
I
Q
R+
R-
D
STOP II
H R I

B12-5 P8E28 - P10E16

③



B12-5 P10217-P1227

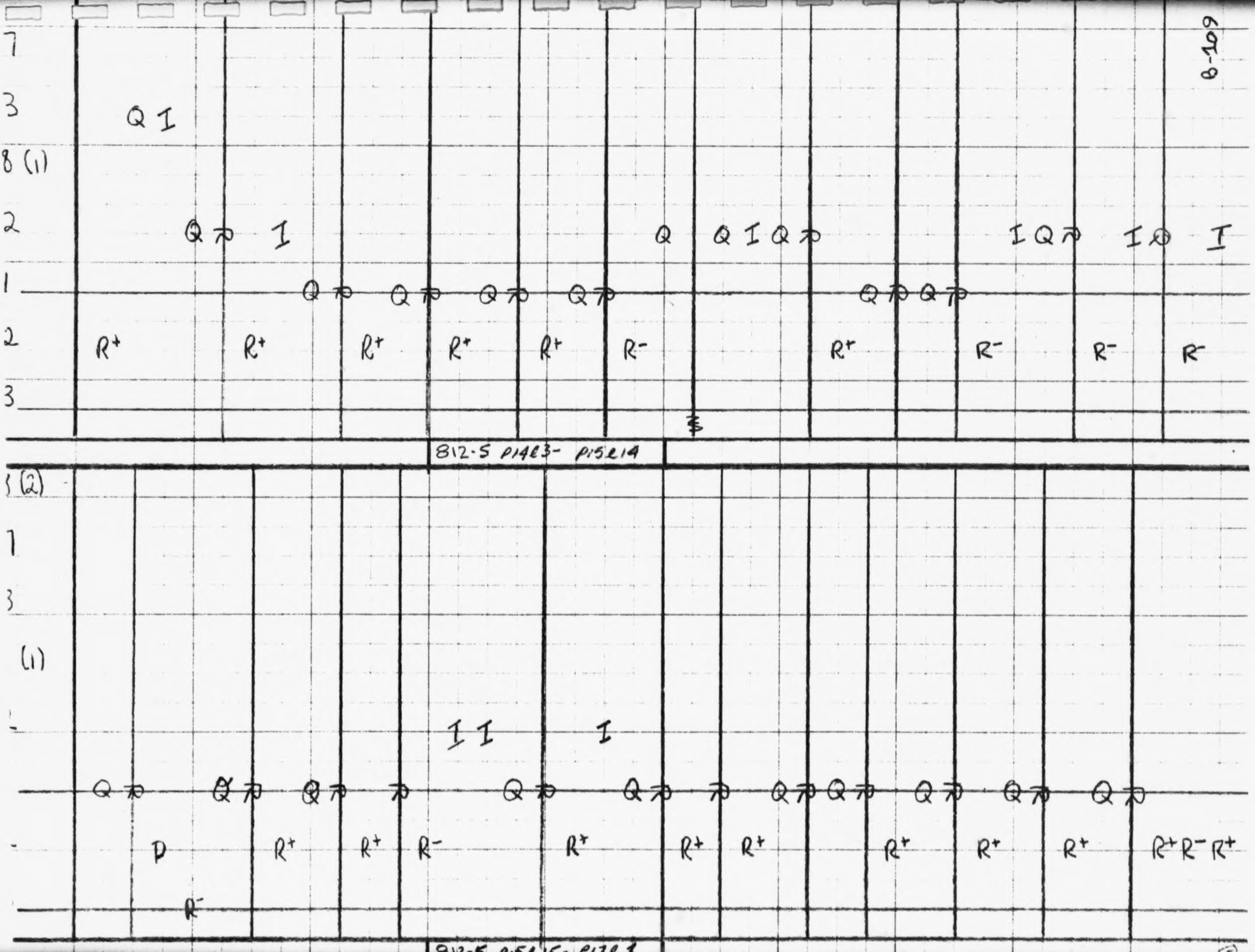


STOP III

B12-5 P1208-P1222

④

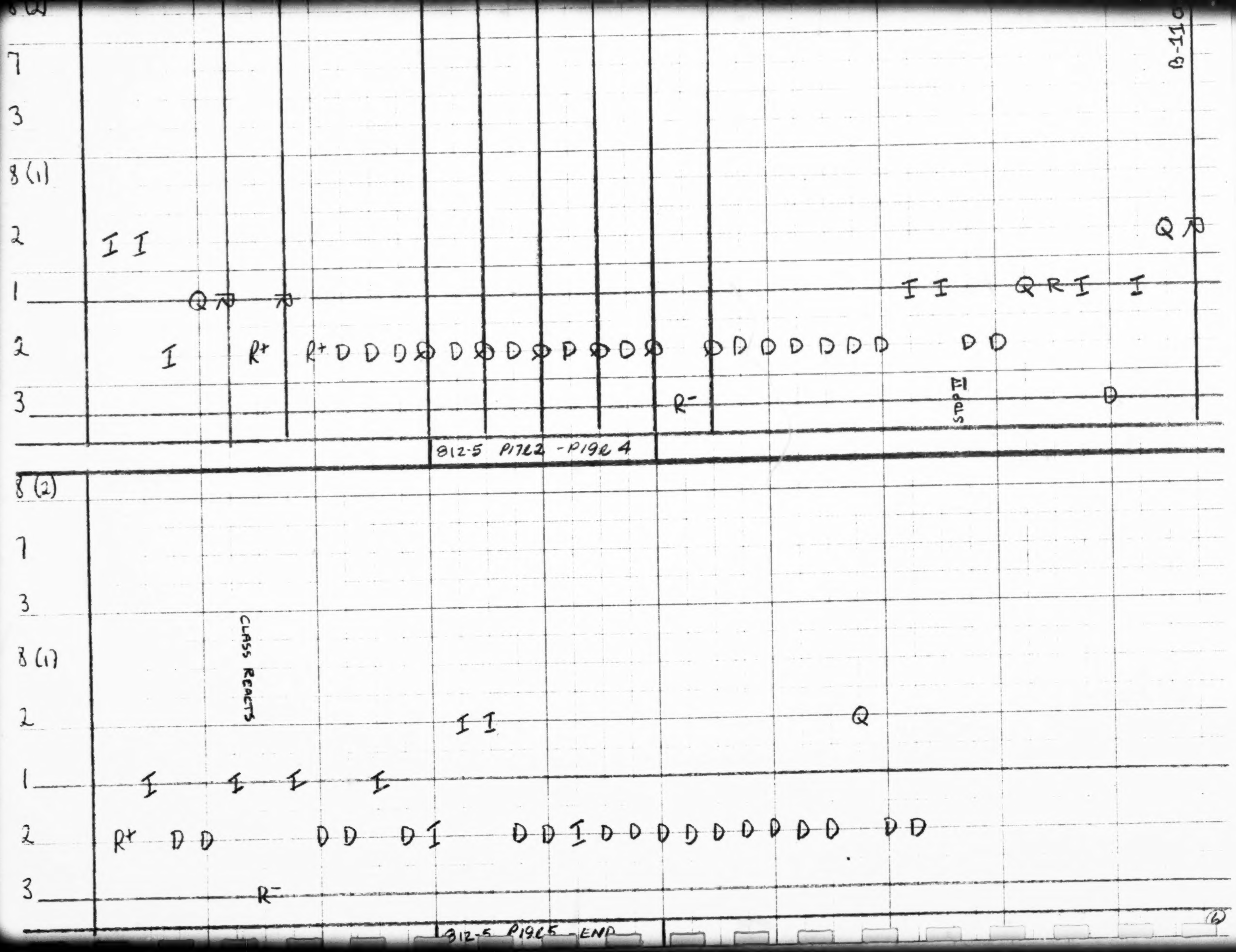
B-109

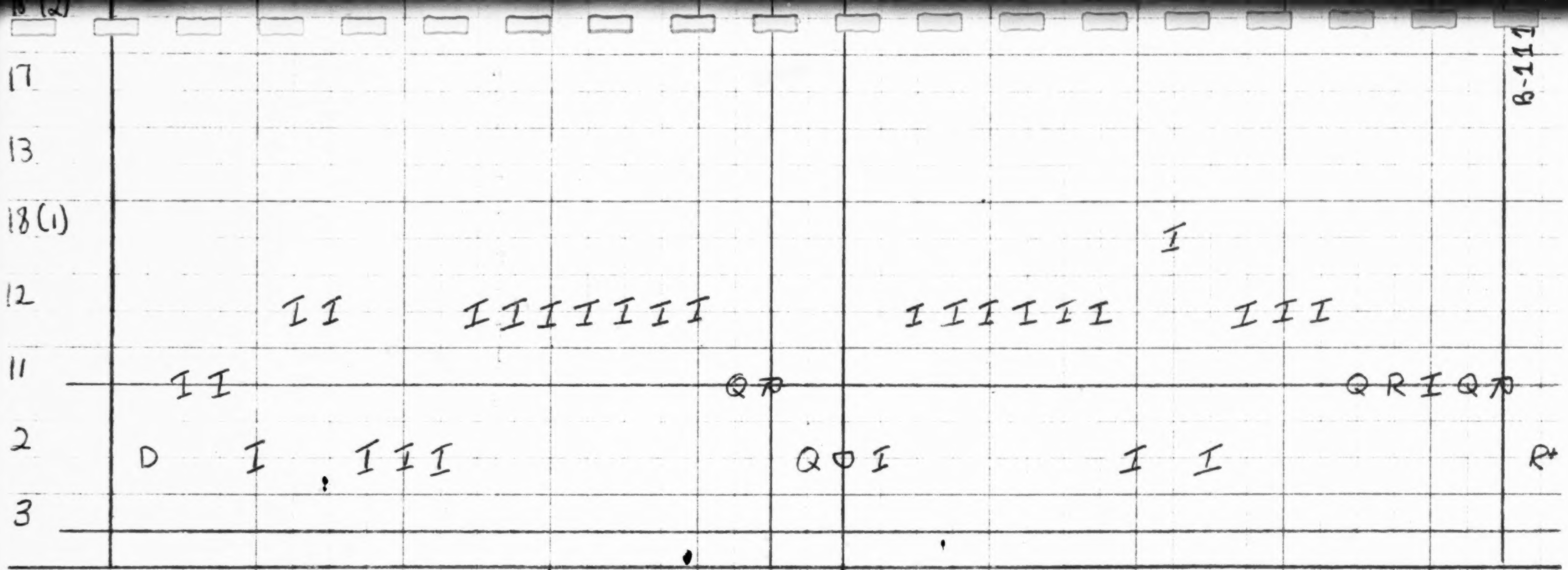

7
3
8 (1)
2
1
2
3
Q I
Q ⊅ I
Q ⊅ Q ⊅ Q ⊅ Q ⊅
Q Q I Q ⊅
Q ⊅ Q ⊅
I Q ⊅ I Q I
R⁺ R⁺ R⁺ R⁺ R⁺ R⁻ R⁺ R⁻ R⁻ R⁻
5 (2)
1
3
(1)
I I I
Q ⊅ Q ⊅ Q ⊅ ⊅ Q ⊅ Q ⊅ ⊅ Q ⊅ Q ⊅ Q ⊅ Q ⊅ Q ⊅
P R⁺ R⁺ R⁻ R⁺ R⁺ R⁺ R⁺ R⁺ R⁺ R⁺ R⁻ R⁺
R⁻

812-5 p14ℓ3- p15ℓ14

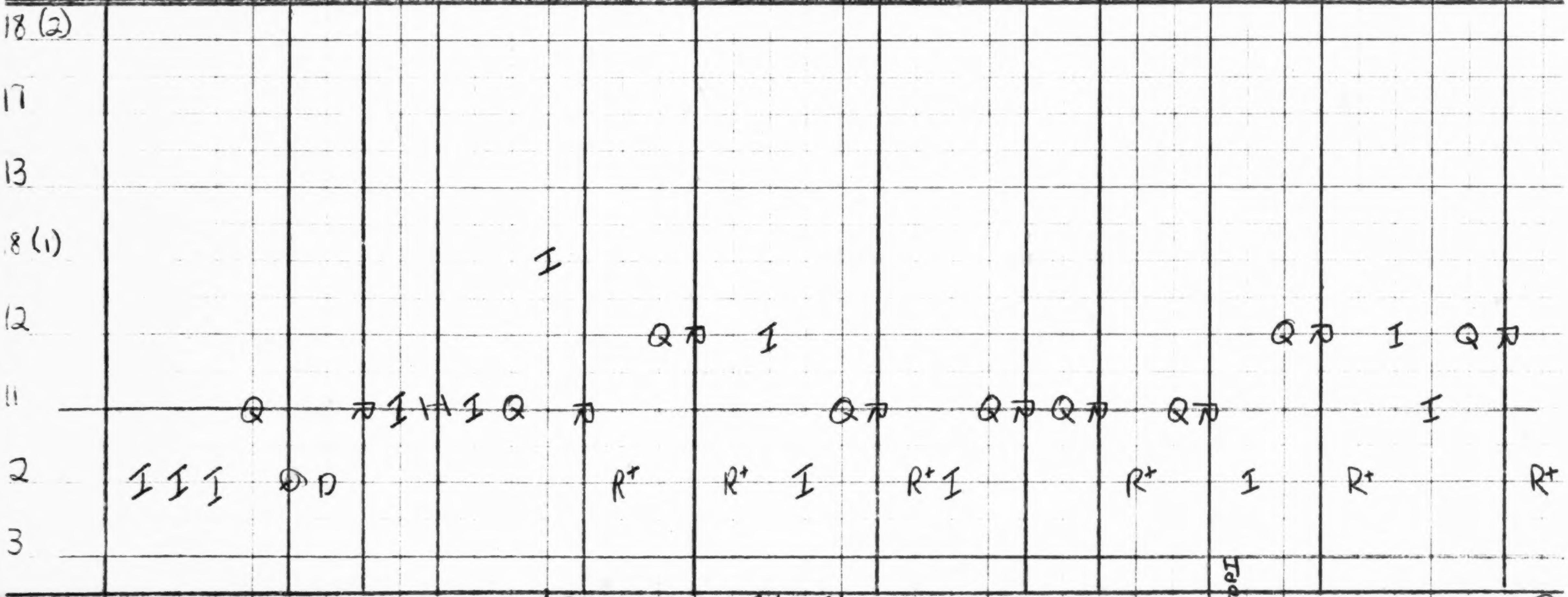
812-5 p15ℓ15- p17ℓ1

⑤


B-110
7
3
8 (1)
2 I I Q R
1 Q R R I I Q R I I
2 I R+ R+ D D D D D D D D D P D D D D D D D D D D D D D D
3 R- STOP II D
B12-5 P17C2 - P19C 4
8 (2)
7
3
8 (1) CLASS REACTS
2 I I Q
1 I I I I
2 R+ D D D D D I D D I D D D D D D D D D D D
3 R-
B12-5 P19C5 END
(6)

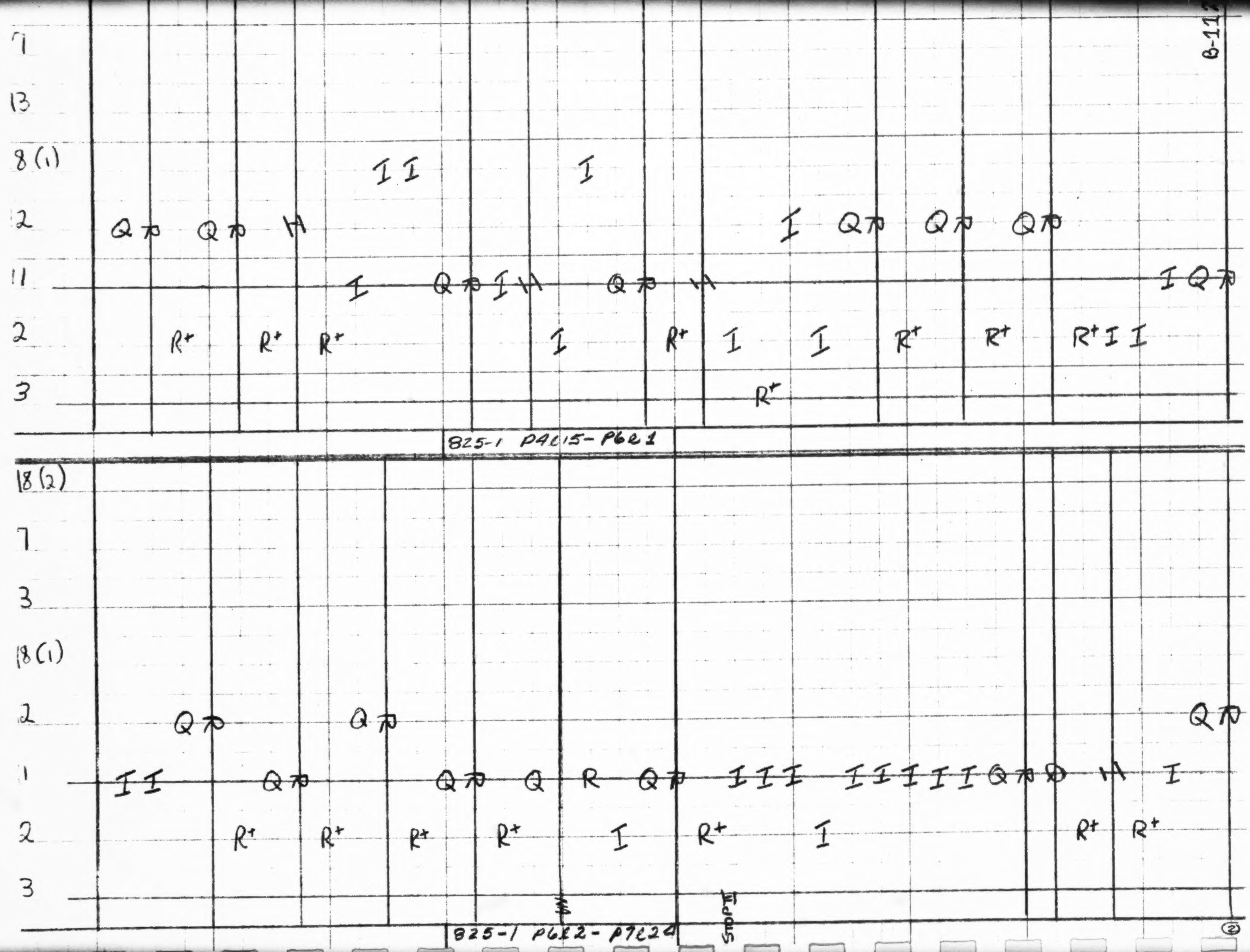


B25-1 P1L1-P2L21



B25-1 P2L21-P4L14

①


7
13
8 (1)
II I
2
Q↗ Q↗ H I Q↗ Q↗ Q↗
11
I Q↗ I H Q↗ H I Q↗
2
R+ R+ R+ I R+ I I R+ R+ R+ I I
3
R+
825-1 PAGE15-PGE1
18 (2)
7
3
18 (1)
2
Q↗ Q↗ Q↗
1
I I Q↗ Q↗ Q R Q↗ III IIIII Q↗ Q H I
2
R+ R+ R+ R+ I R+ I R+ R+
3
825-1 PGE2-PAGE24
STOP III
②

18(2)
17
13 Q₱
18(1)
12 I I Q₱ Q₱ Q₱ I Q₱ Q₱ I I I I Q Q₱ I
11 I I
2 R^+ R^+ R^+ R^+ R^+ I R^+ I D I R^+ I
3 I I

B25-1 P8ℓ1 - P9ℓ9

18(2)
17
13
18(1) I I
12 I I Q Q₱ Q₱ Q₱ Q₱ I I I I I I I I I I H
11 I Q₱ I \\ Q₱ I I
2 R^+ R^+ R^+ R^+ I
3

TOP III

B-114

18 (2)	
17	
13	
18 (1)	
12	I I I Q R I I I I Q
11	I Q R I I I Q R I I
2	R⁺ I I D D D Q D D I D D D D R⁺
3	R₊ Q D R⁻

LAUGHTER

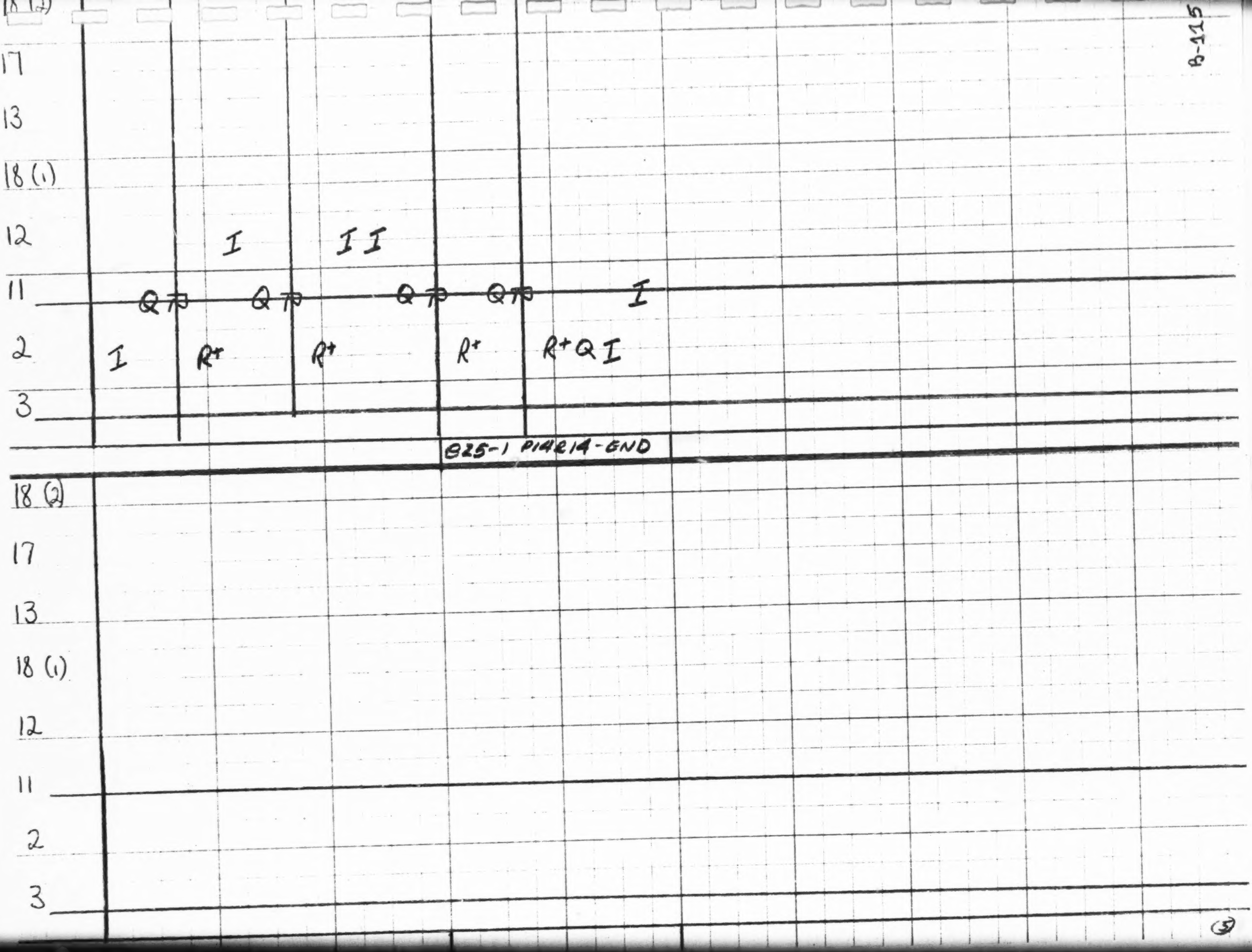
B25-1 P11l6-P12l22

18 (2)	
17	
13	
18 (1)	
12	R I Q R I Q Q R I H H
11	I I Q R Q R Q R Q R
2	R⁺ D D D Q D D D Q D Q D R⁺ R⁺ D R⁺
3	IV dels Q D

SEAT WORK

CLASS REACTS

④


18 (2)
17
13
18 (1)
12
11
2
3
I
Q
R+
Q
I
R+
II
Q
R+
Q
R+QI
I
B25-1 P14R14-END
18 (2)
17
13
18 (1)
12
11
2
3

③

8-116

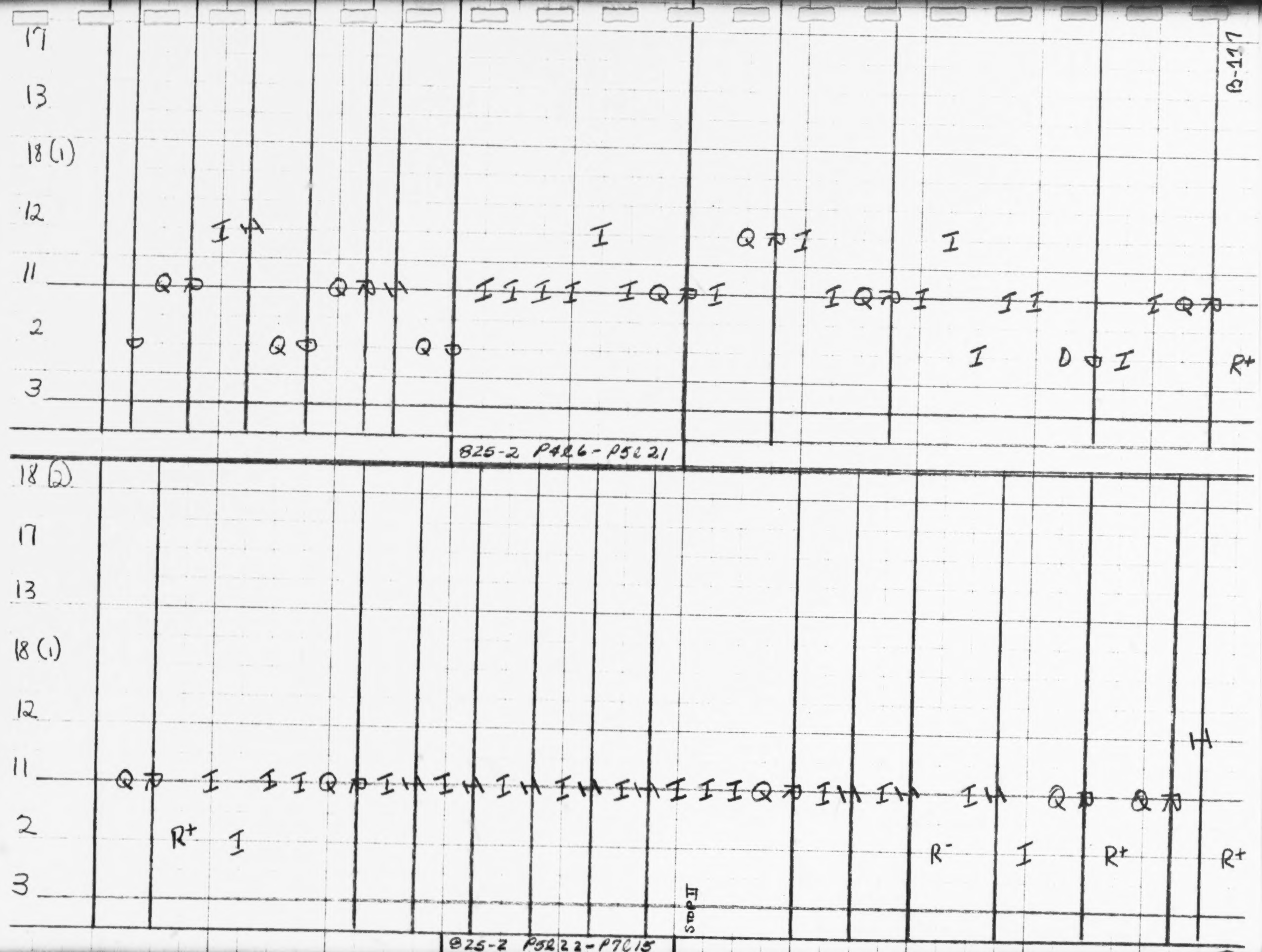
18(2)
17
13
18(1)
12 I I I I I I I I I I I I I I I I I I H Q A I I I
11 I I Q A I I I I
2 Q I I D I O D R+
3 R-

825-2 P121-P228

18(2)
17
13 I
18(1)
12 I I I I I I A Q A I I ⊕ R A I I I I I
11 Q A I A I A I A Q A Q A A
2 I R- R+ I R+ Q
3 SOP I

825-2 P229-P423

0

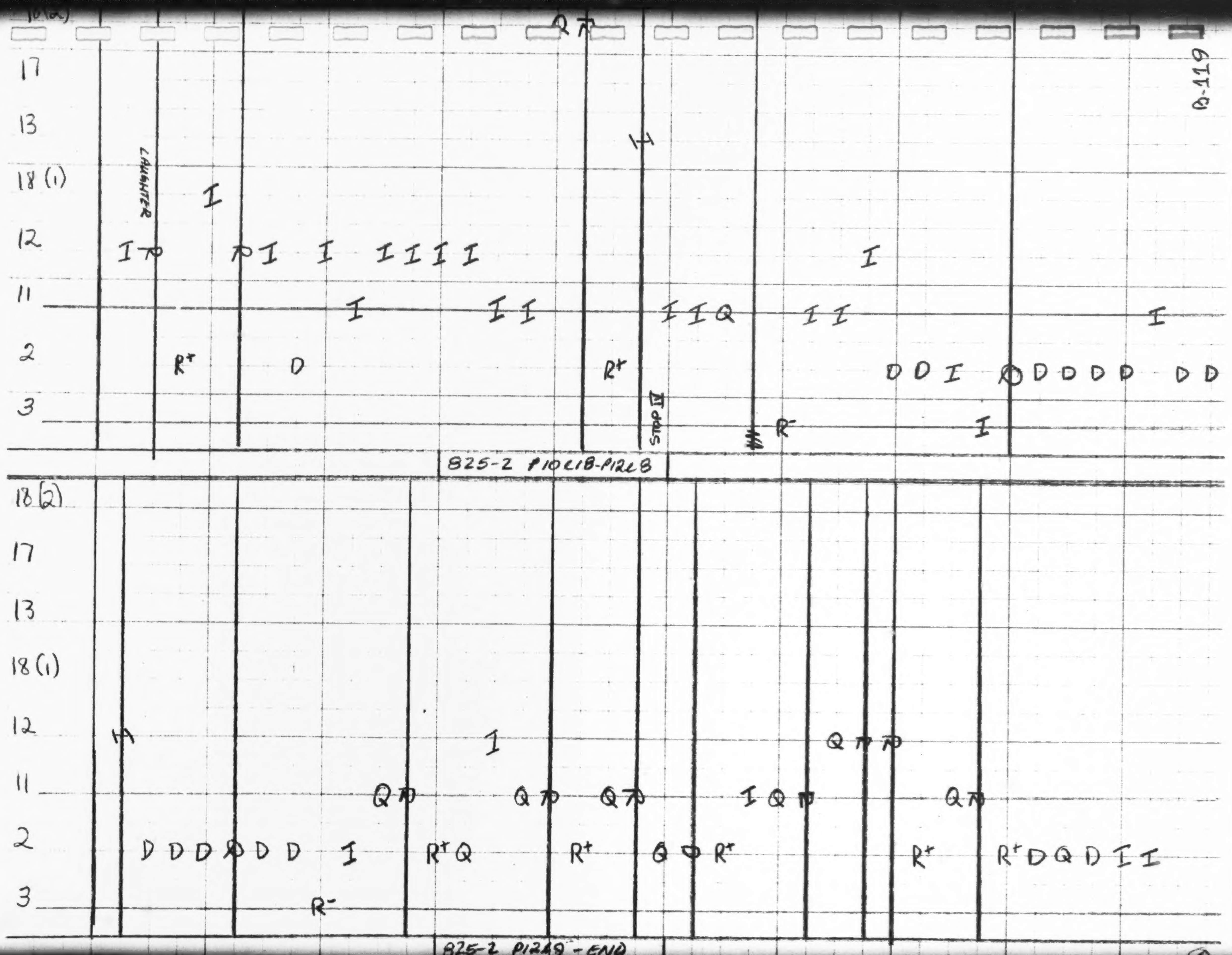

17
13
18 (1)
12
11
2
3
I
Q
R⁺
D
825-2 P4&6-P5&21
18 (2)
17
13
18 (1)
12
11
2
3
R⁻
R⁺
STOP II
825-2 P5&22-P7&15

B-118

18 (2)	
17	
13	Q
18 (1)	I I I
12	I I Q R I H Q R Q R
11	I I I I Q R R I Q R I I I I I I I
2	D R+ R+ R+ R+ I R+
3	STOP III NA

825-2 P7216-P8229

18 (2)	
17	
13	
18 (1)	I H
12	I I LAUGHTER Q R I Q R I I Q Q
11	I I Q R I H I H Q R I I I Q R H I I
2	D R+ I R+ D Q D
3	



18(2) Q P
17
13 H
18(1) LAUGHTER I
12 I P P I I I I I I I
11 I I I I I Q I I I
2 R+ D R+ D D I Q D D D D D D
3 STOP IV R− I

825-2 P10L1B-P12L8

18(2)
17
13
18(1)
12 H I Q P P
11 Q P Q P Q P I Q P Q P
2 D D D Q D D I R+ Q R+ Q D R+ R+ R+ D Q D I I
3 R−

825-2 P12L9 - END

B-119

B-120

18(2)	
17	
13	
18(1)	I
12	Q P Q P Q Q Q P Q P Q
11	I Q P I Q P I Q P Q P I
2	I I D D I R^+ R^+ R^- R^+ R^+ R^- R^+
3	≡ ≡ R^+

825-3 P121 - P322

18(2)	
17	
13	
18(1)	I
12	P Q R I I I I I I
11	I I Q P I I I I H H Q P H I H I H
2	R^+ I R^+ I Q I I R^+ Q I I I
3	STOP I

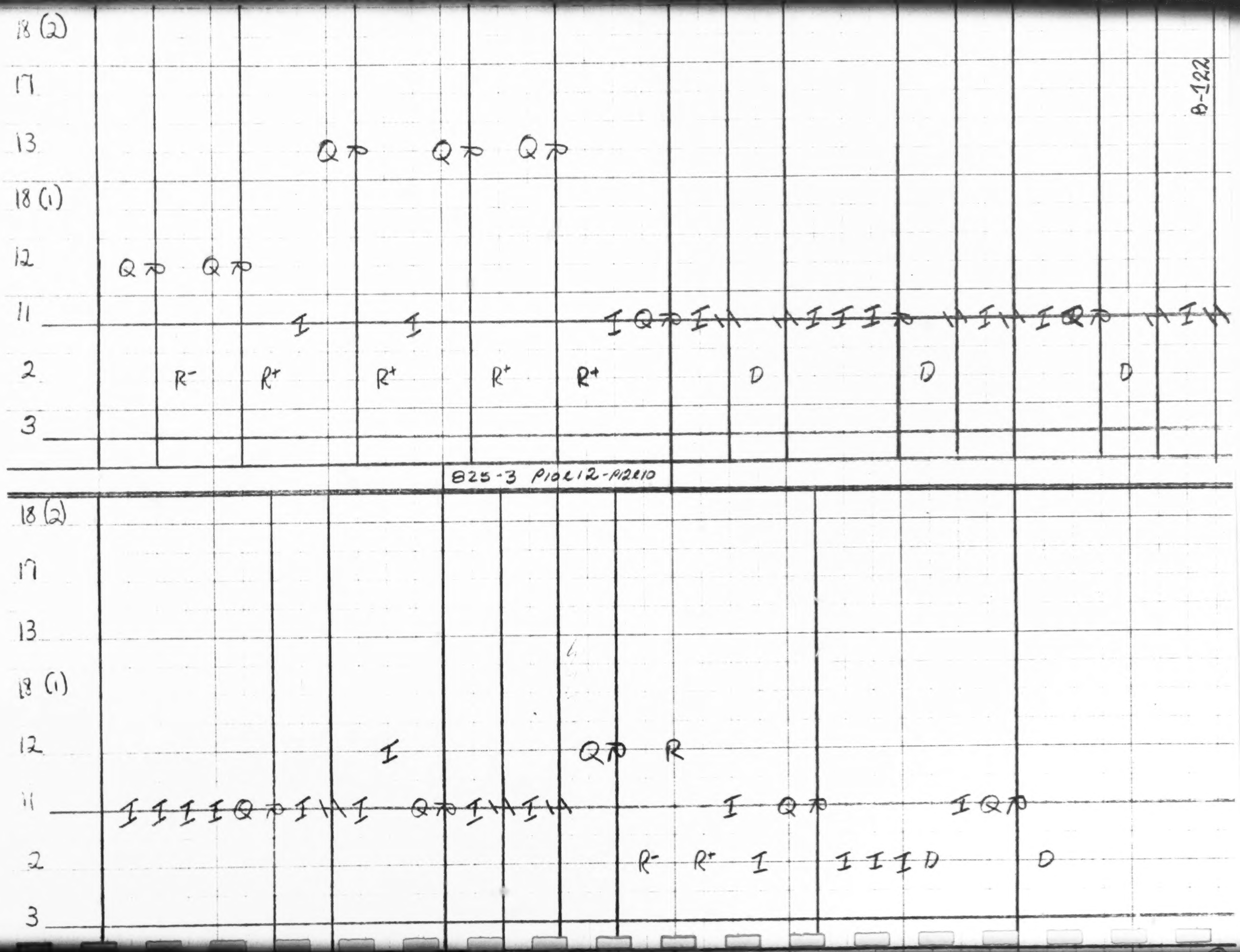
18 (2)	
17	
13	
18 (1)	
12	Q R
11	I I I I Q Q R H R I I I Q R I A I Q R R R
2	D ⊗ D R+ R- R+ R+ R- R+ ⊗
3	≋ R-

825-3 P5ℓ7-P8ℓ13

18 (2)	
17	
13	H Q R
18 (1)	I
12	Q R I Q R R Q R I I I Q I
11	H I H I H I H I I I I I Q R
2	I R+ R+ I D R+ R+ I
3	

STOP II

PUPILS READ SILENTLY


18 (2)
17
13
18 (1)
12
11
2
3
Q↗ Q↗ Q↗
Q↗ Q↗
I I I Q↗ I \ \ \ I I I ↗ \ \ I \ \ I Q↗ \ \ I \
R⁻ R⁺ R⁺ R⁺ R⁺ D D D
18 (2)
17
13
18 (1)
12
11
2
3
I Q↗ R
I I I I Q↗ I \ \ I Q↗ I \ \ I \ \ I Q↗ I Q↗
R⁻ R⁺ I I I I D D

825-3 P10l12-P12l10

B-122

18 (2)
17
13
18 (1)
12 QᵽPUPILS LOOK UP WORD I I I I I
11 I I QᵽQᵽQᵽQᵽQᵽQᵽQᵽQᵽI
2 I I D D R+ R+ Q R+ R+ R+ R+ R+
3 I

825-4 P1C1-P2C17

18 (2)
17
13
18 (1)
12
11 I I Q Ᵽ I ⊢ Q Ᵽ Ᵽ I I I Q Ᵽ I Ᵽ Q Ᵽ I I I Q Ᵽ I ⊢
2 I ⊕ D R- R+ I R- R+ R+ I
3 ⊕ ⊖ D STOP I R-

B-123

RA. SYSTEM

B-124

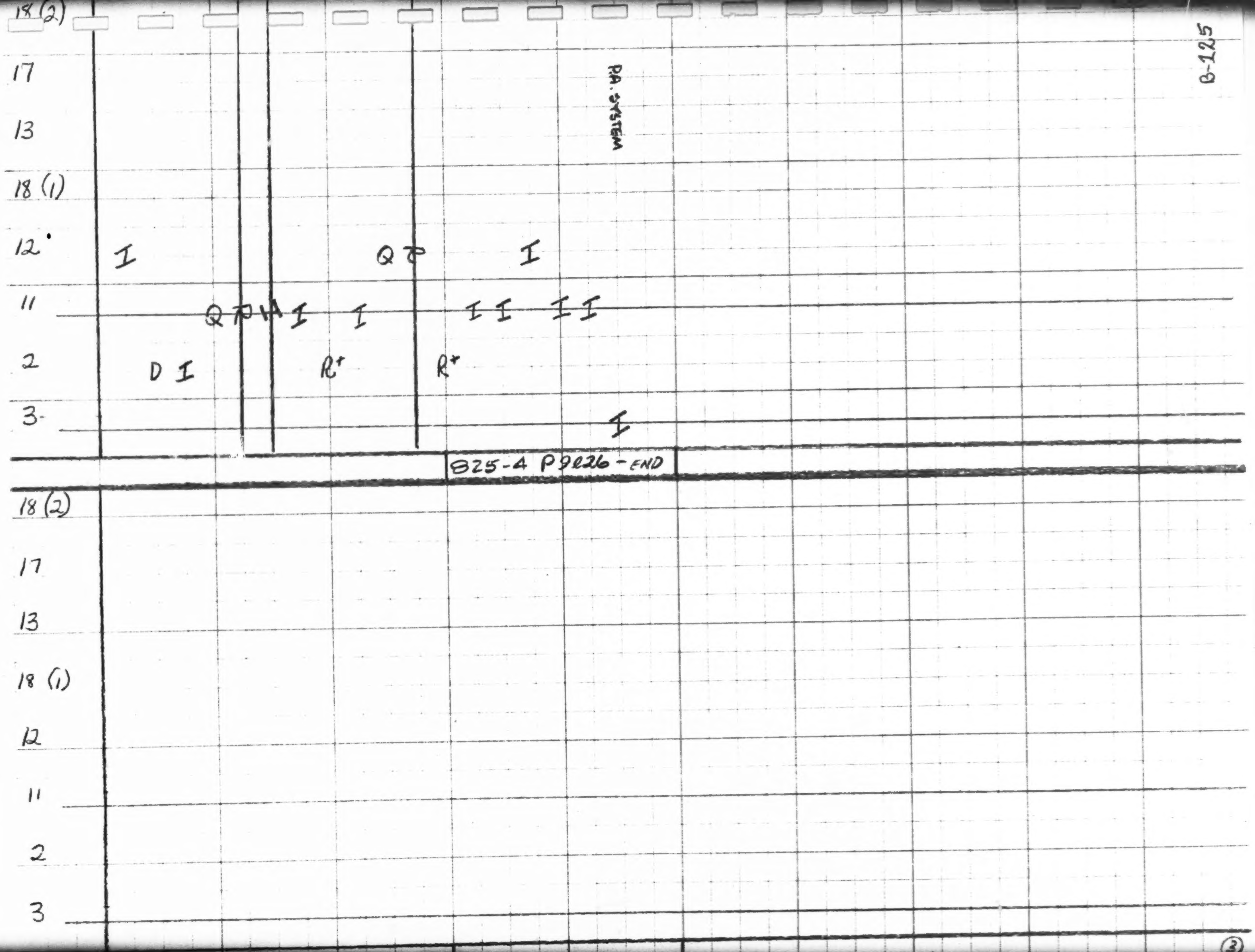
18 (2)	
17	
13	
18 (1)	
12	Q P I I I
11	Q P I \ ^ I \ ^ I \ ^ I \ ^ I \ ^ Q P I I I I I Q P I I I Q P I Q P
2	R+ I I R+ I
3	STOP II

825-4 P5l3 - P8l3

18 (2)	
17	
13	STILL READING H
18 (1)	STUDENTS READ SILENTLY
12	I P I I I I
11	Q P R I I I I Q P I Q P Q P I I Q P I I I I
2	R- D D D Q I R+ R+ R+ R+
3	STOP III STOP IV

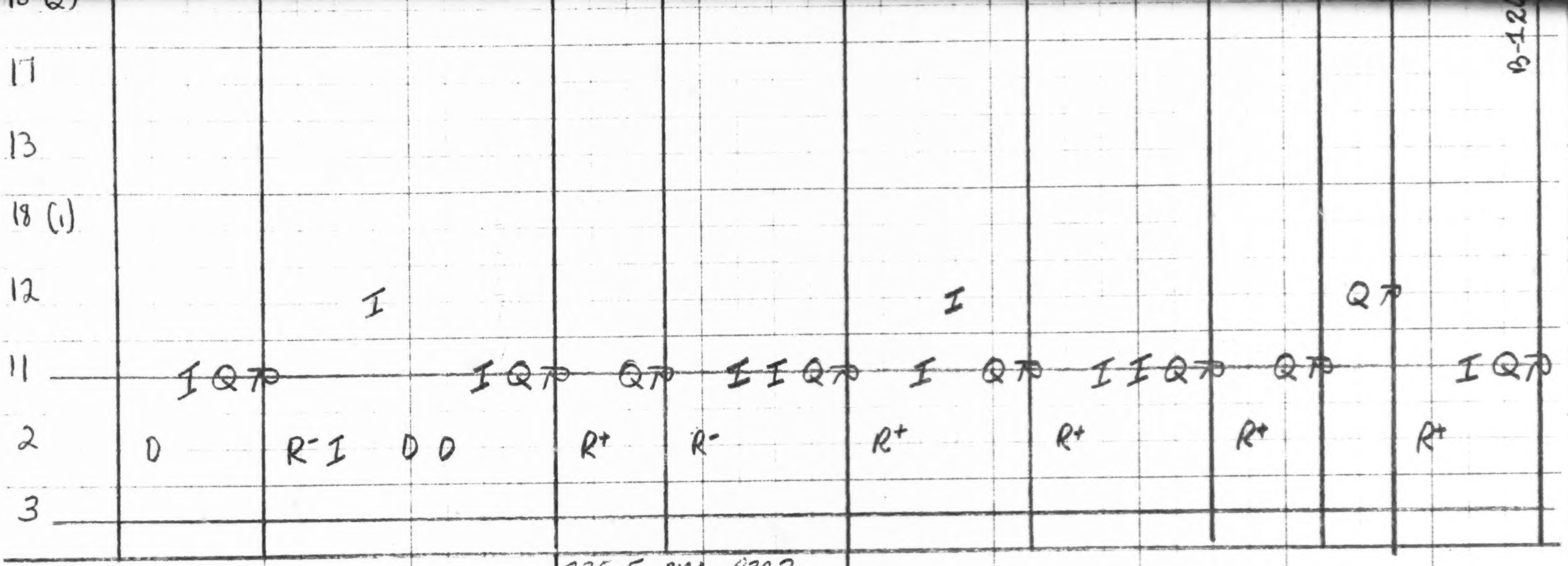
8 4 - 25

②

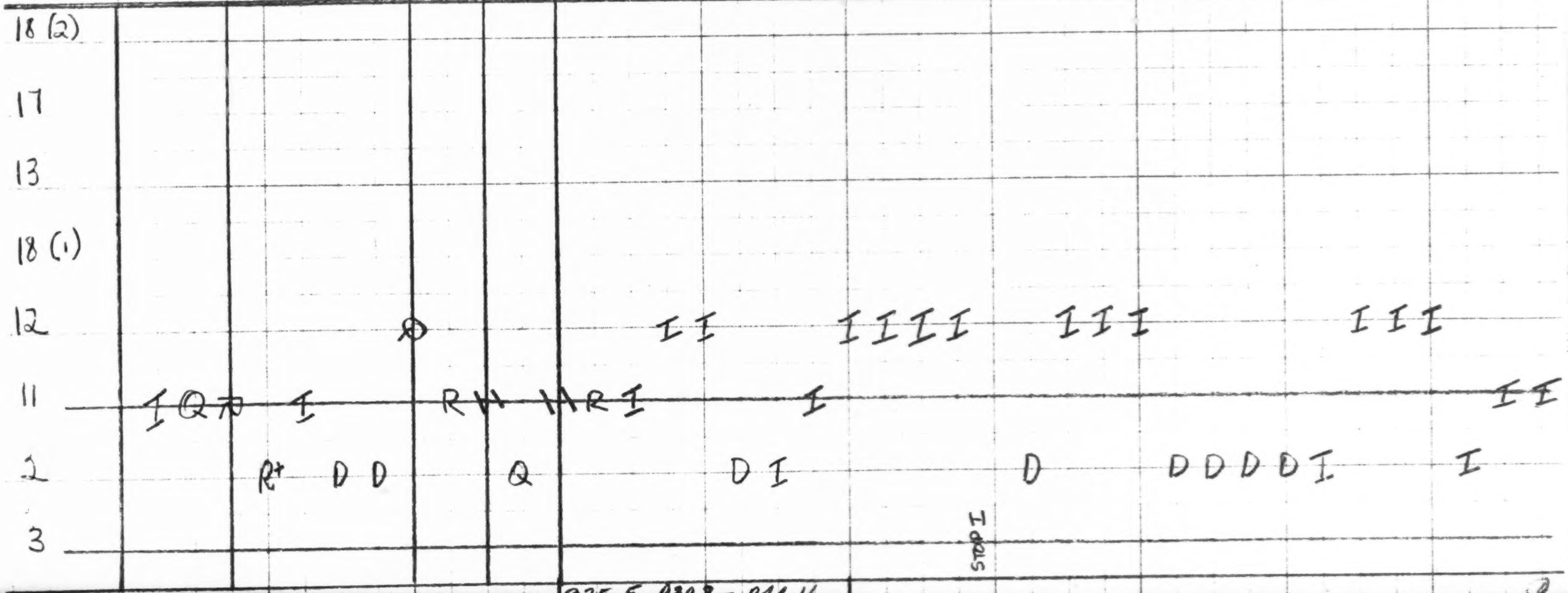

18 (2)
17
13
18 (1)
12
11
2
3
I
Q P I
Q P A I I
I I I I
D I
R+
R+
I
B25-4 P9826-END
18 (2)
17
13
18 (1)
12
11
2
3

B-125

③



825-5 P1R1- P3R2



825-5 P3R3- P4R16

18(2)
17
13
18(1)
12
11 I Q R Q R Q R Q R Q R Q R Q R I
2 D D D D D D D D D D R' R+ D I D D I Q D D D D D
3

STUDENTS WORKING

STILL WORKING

II obs

825-5 P4L17-P6L18

18(2)
17
13
18(1)
12
11
2 D D D D Q D D D D D
3.

STUDENTS WORK

STUDENTS WORK

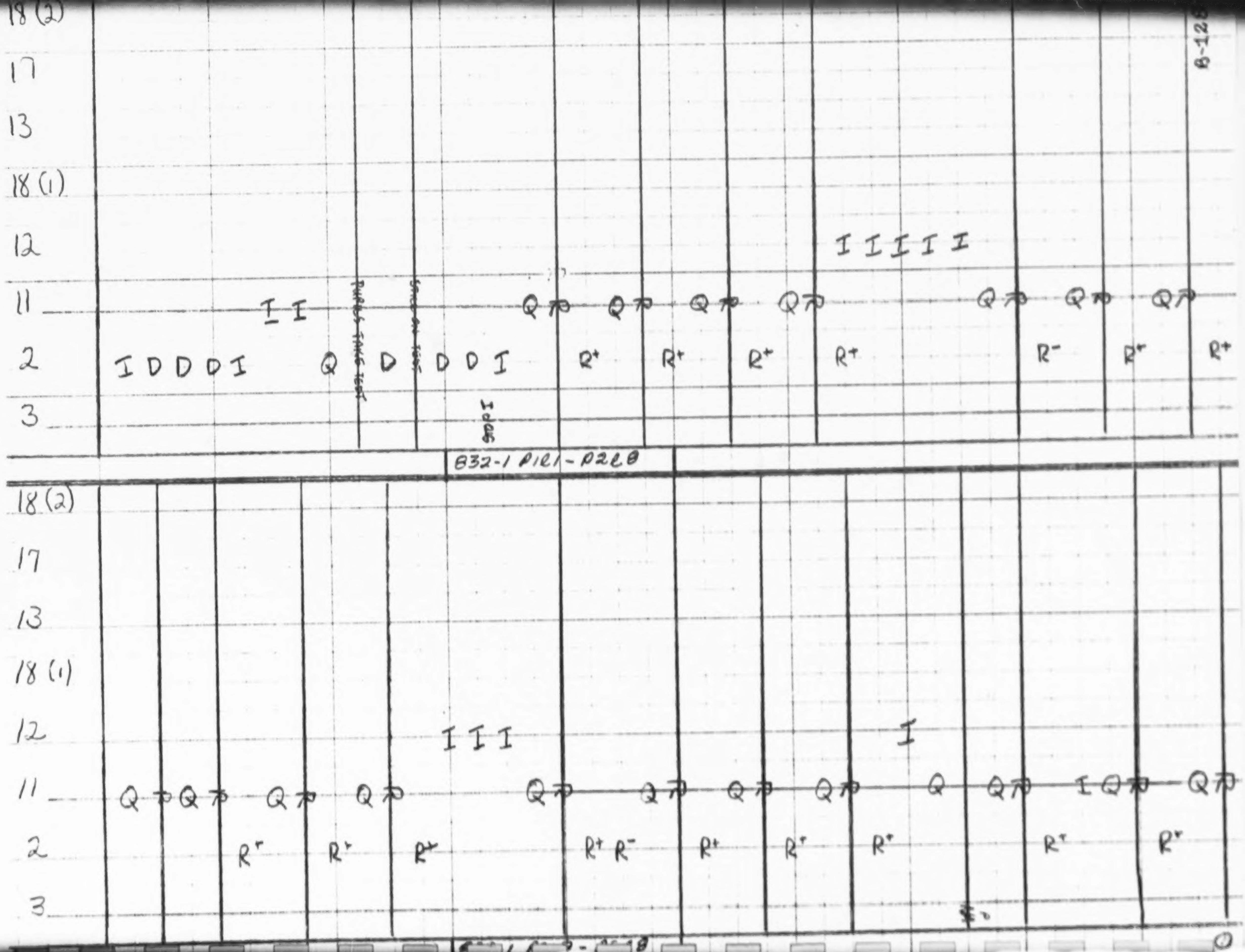
IV obs

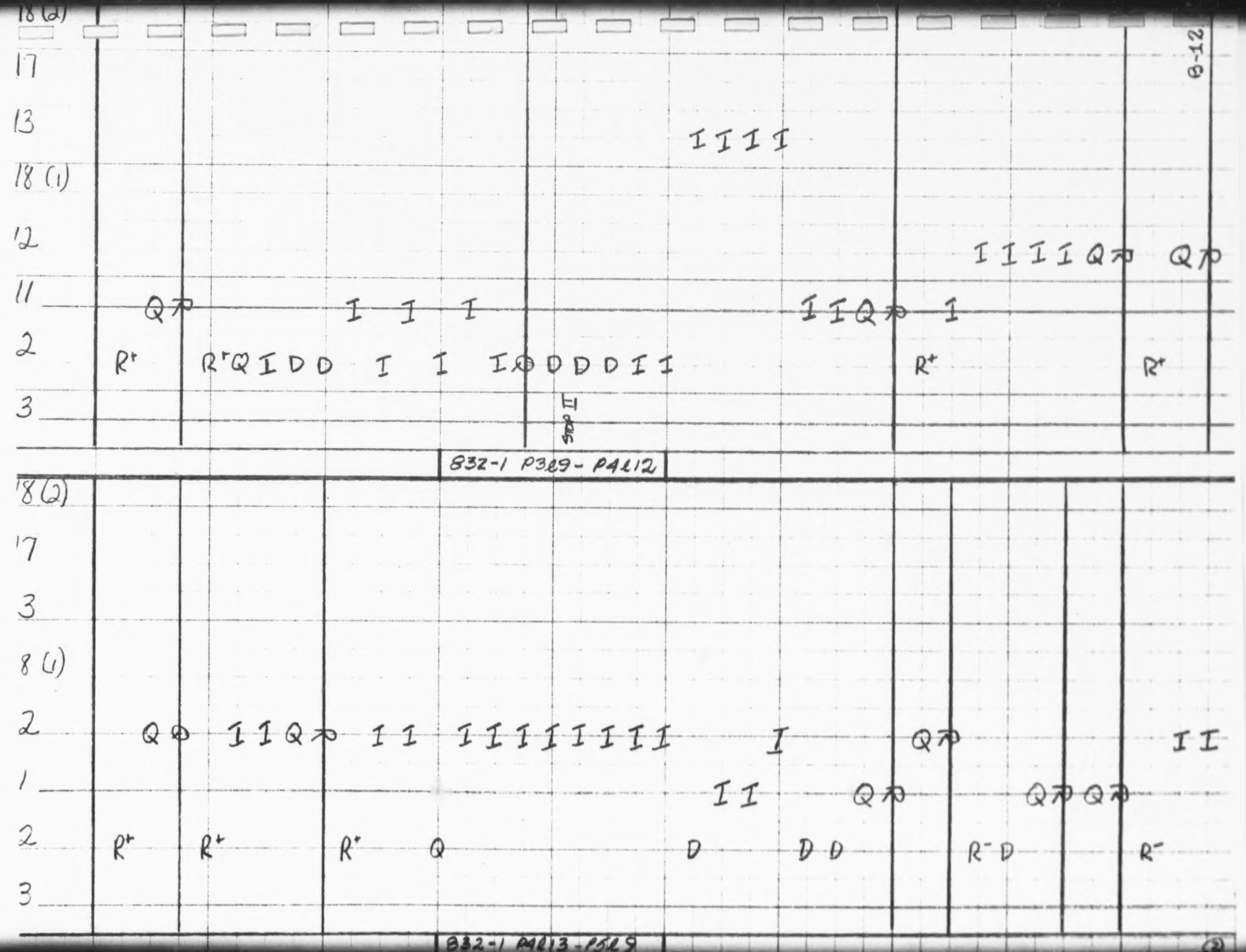
III obs

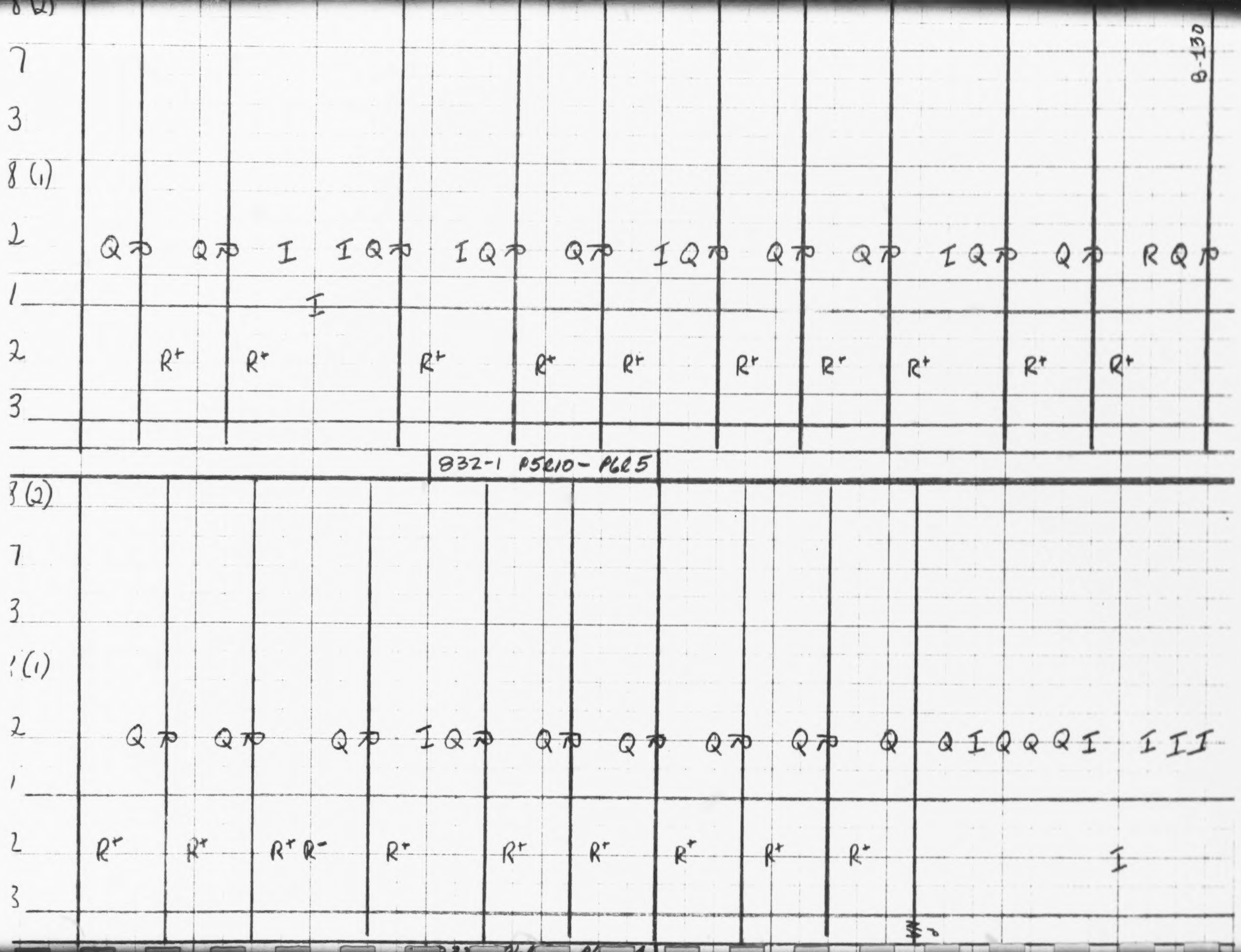
825-5 P6L19-END

B-127

②


18 (2)
17
13
18 (1)
12
11
2
3
I D D D I
I I
Q
D
D D I
Q Q Q Q
R+ R+ R+ R+
I I I I I
Q Q Q
R- R+ R+
B32-1 P1C1 - P2C8
18 (2)
17
13
18 (1)
12
11
2
3
Q Q Q Q
R+ R+ R+
I I I
Q Q Q Q Q Q I Q Q
R+ R- R+ R+ R+ R+ R+
I


18 (2)
17
13
I I I I
18 (1)
12
I I I I Q I I I I Q Q
11
Q I I I I I Q I
2
R+ R+Q I D D I I I D D D I I R+ R+
3
II stop
832-1 P3ℓ9 - P4ℓ12
18 (2)
17
3
8 (1)
2
Q Q I I Q I I I I I I I I I I I Q I I
1
I I Q Q Q
2
R+ R+ R+ Q D D D R- D R-
3
832-1 P4ℓ13 - P5ℓ9


8 (2)
7
3
8 (1)
2
1
2
3
Q P Q P I I Q P I Q P Q P I Q P Q P Q P I Q P Q P R Q P
I
R+ R+ R+ R+ R+ R+ R+ R+ R+ R+
832-1 P5R10-P6R5
3 (2)
7
3
(1)
2
1
2
3
Q P Q P Q P I Q P Q P Q P Q P Q P Q Q I Q Q Q I I I I
R+ R+ R+ R- R+ R+ R+ R+ R+ R+
I

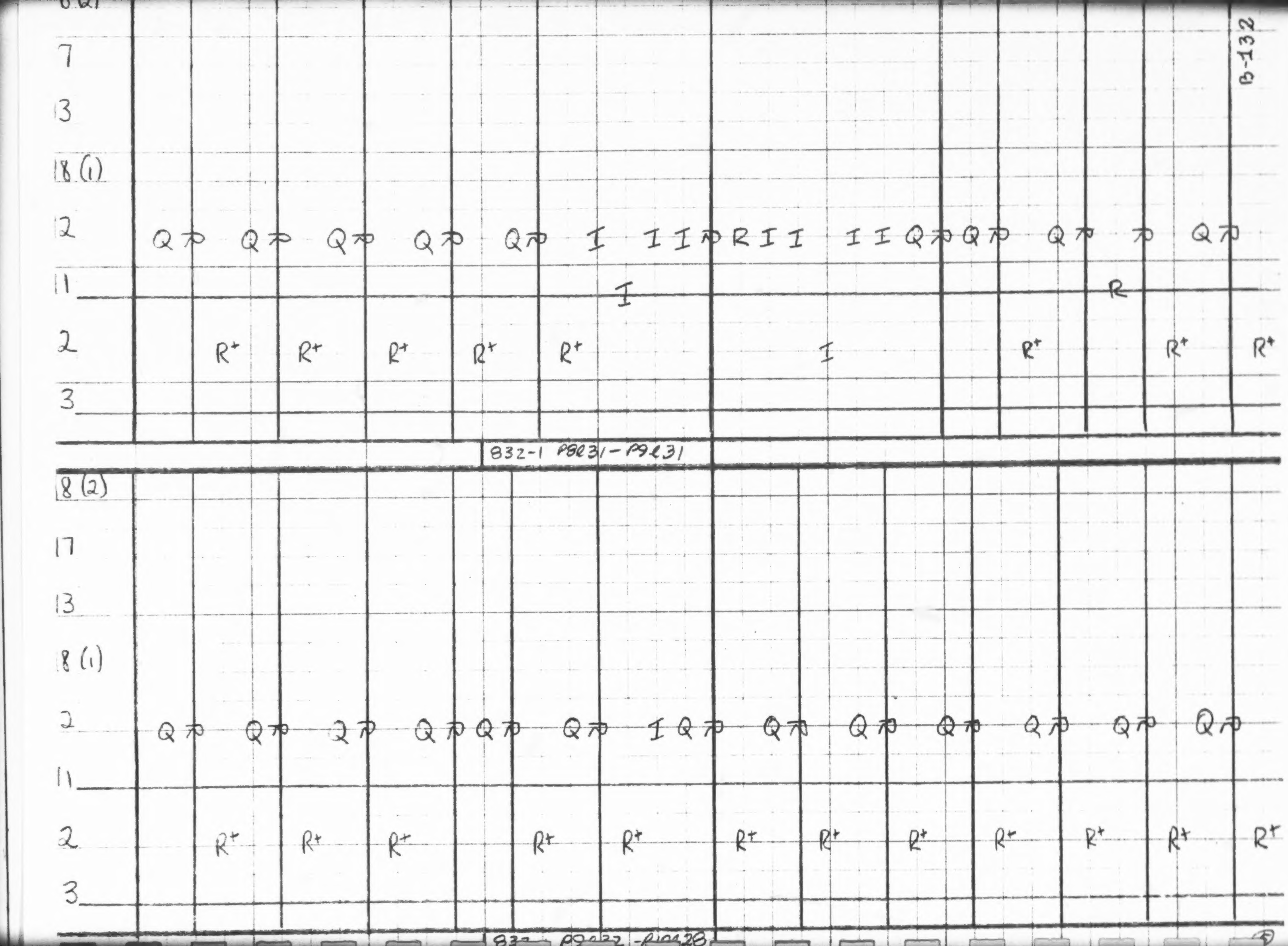
B-131

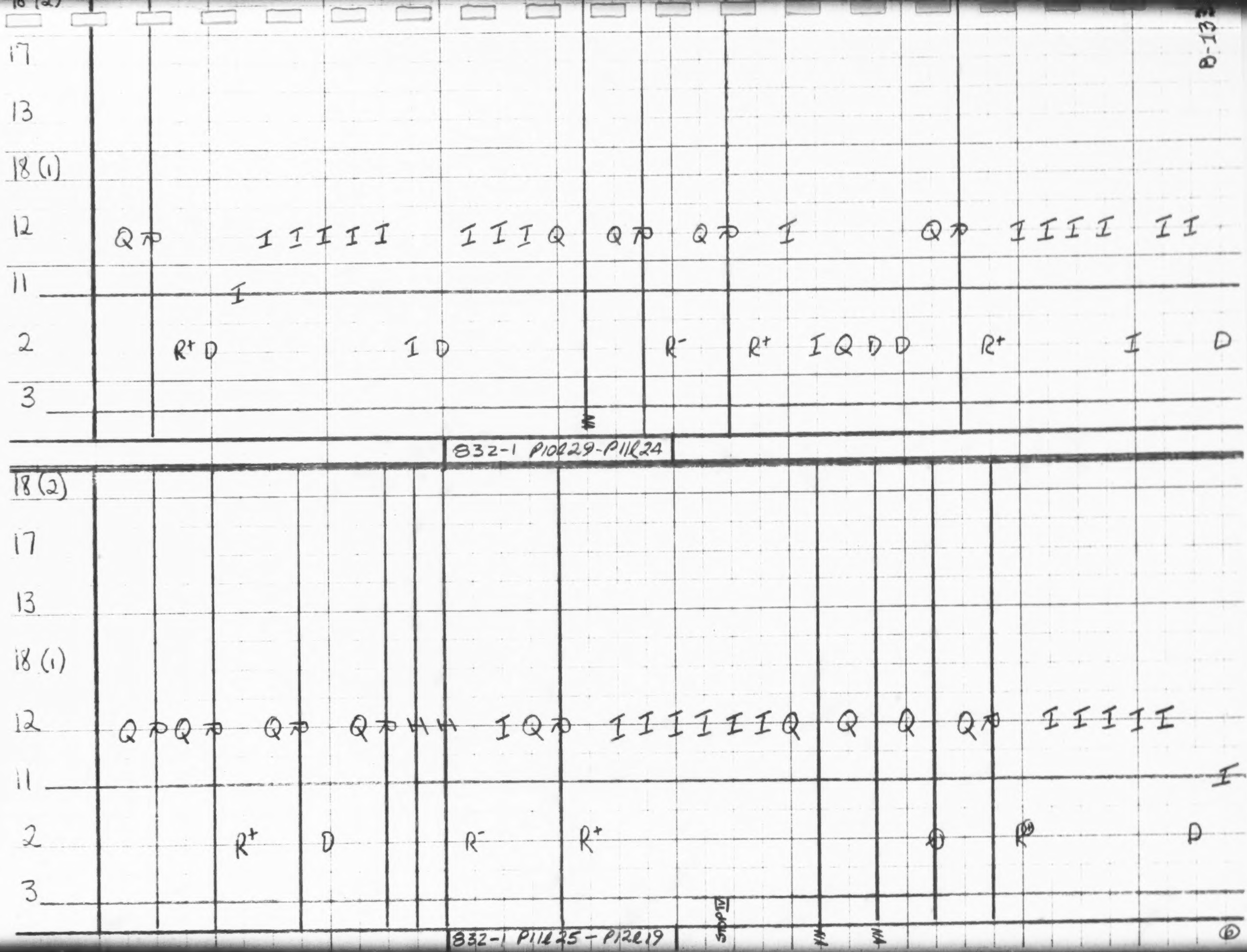
8(2)
7
3
8(1)
2 I Q Ꝑ Q Ꝑ Ꝑ Q Ꝑ I I I I Q Ꝑ Q Ꝑ I I Q Ꝑ Q Ꝑ I Q Ꝑ Q Q Ꝑ
11
2 R^+ R^+ R^+ R^+ R^+ R^+ R^+ D R^+
3 R^-

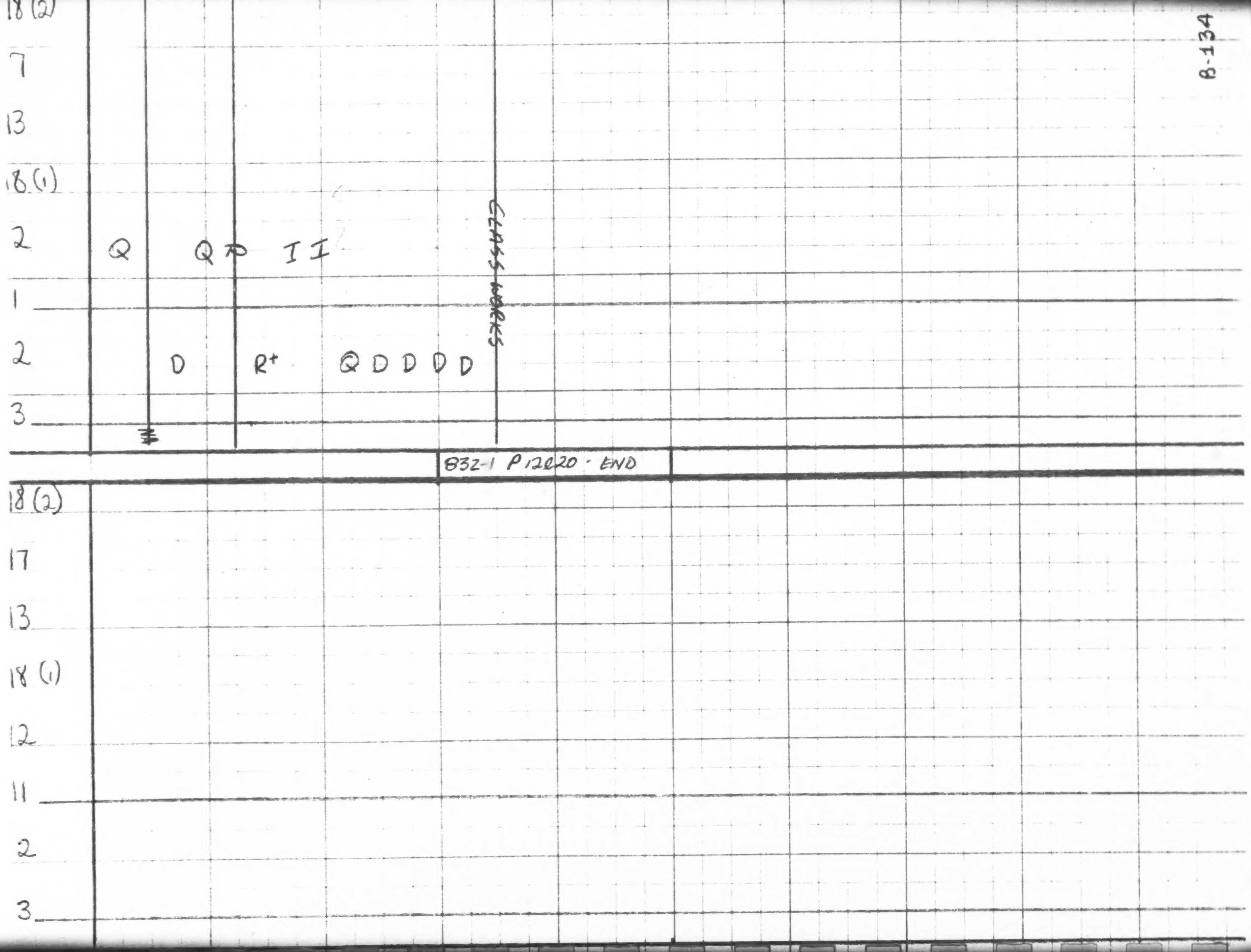
832-1 P6L45-P7L36

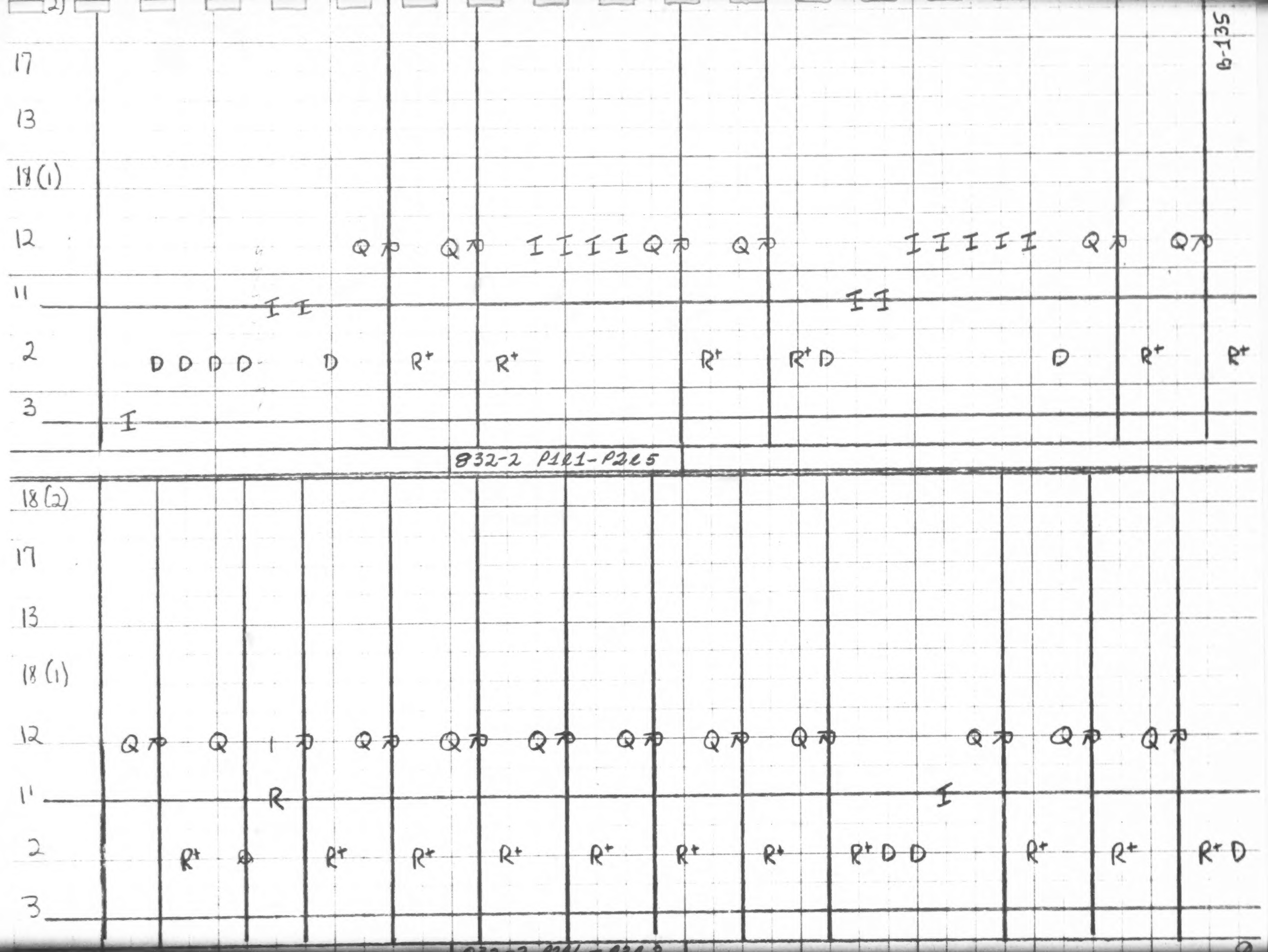
18(2)
17
13 I I I I
8(1)
2 Q Ꝑ I I I Q Ꝑ I Q Ꝑ I I Q Ꝑ Ꝑ I I I Q Ꝑ I I
11 I I
2 R^+ D D R^+ D R^- R^+ I R^+ I
3 R^-

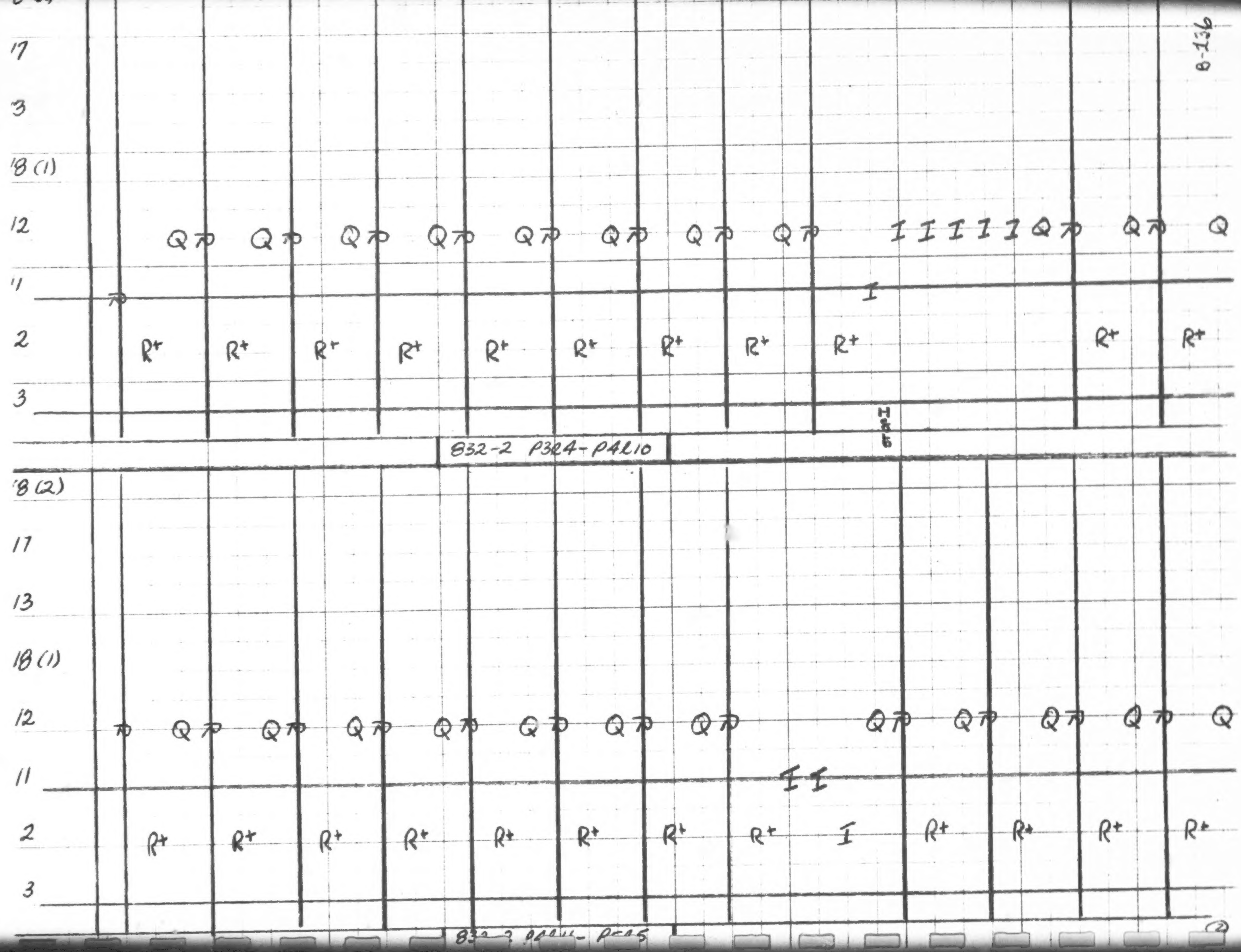
832-1 P7L37-P8L30

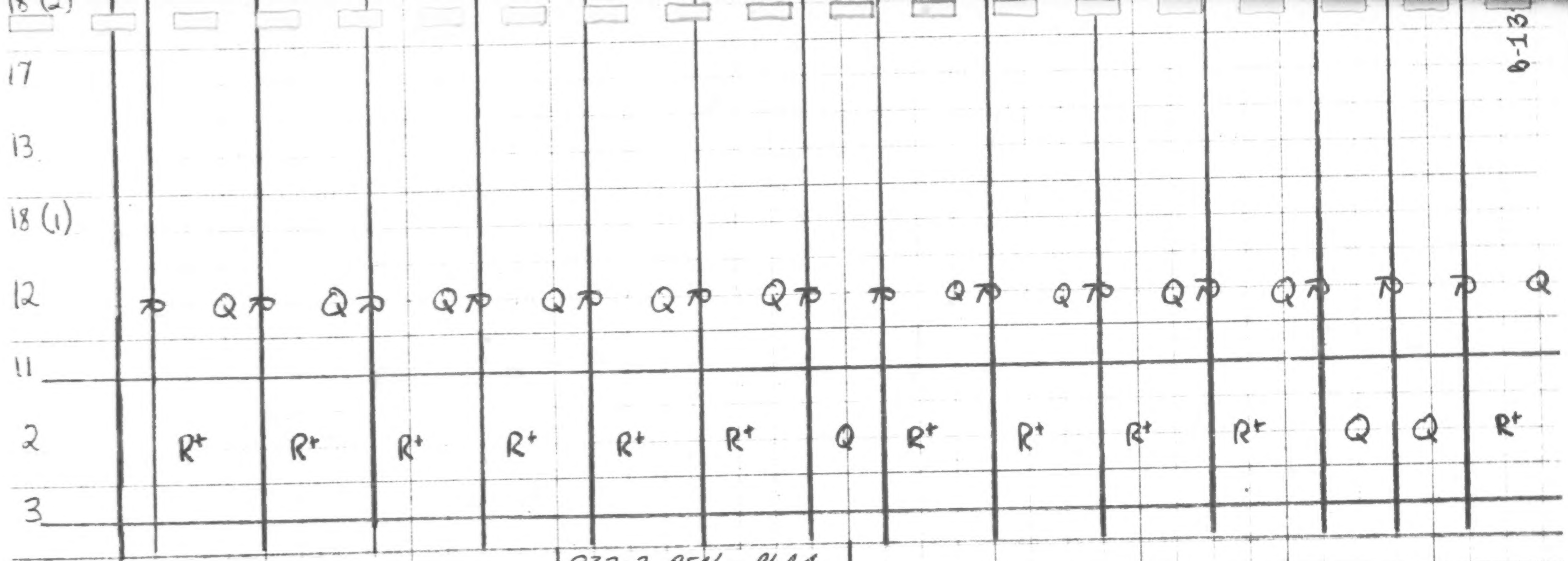

7
3
8(1)
2 Q₽ Q₽ Q₽ Q₽ Q₽ I I I₽ R I I I I Q₽ Q₽ Q₽ ₽ Q₽
1 I R
2 R+ R+ R+ R+ R+ I R+ R+ R+
3
832-1 P8ℓ31-P9ℓ31
8(2)
17
13
8(1)
2 Q₽ Q₽ Q₽ Q₽ Q₽ Q₽ I Q₽ Q₽ Q₽ Q₽ Q₽ Q₽ Q₽
1
2 R+ R+ R+ R+ R+ R+ R+ R+ R+ R+ R+ R+
3
83[illegible] P9[illegible]2 -P1[illegible]28


17
13
18 (1)
12
11
2
3
Q ⊅ I I I I I I I I Q Q ⊅ Q ⊅ I Q ⊅ I I I I I I
I
R+ D I D R− R+ I Q D D R+ I D
832-1 P10229-P11224
18 (2)
17
13
18 (1)
12
11
2
3
Q ⊅ Q ⊅ Q ⊅ Q ⊅ H H I Q ⊅ I I I I I I Q Q Q Q ⊅ I I I I I
I
R+ D R− R+ D
832-1 P11225-P12219
STOP IV
⑥

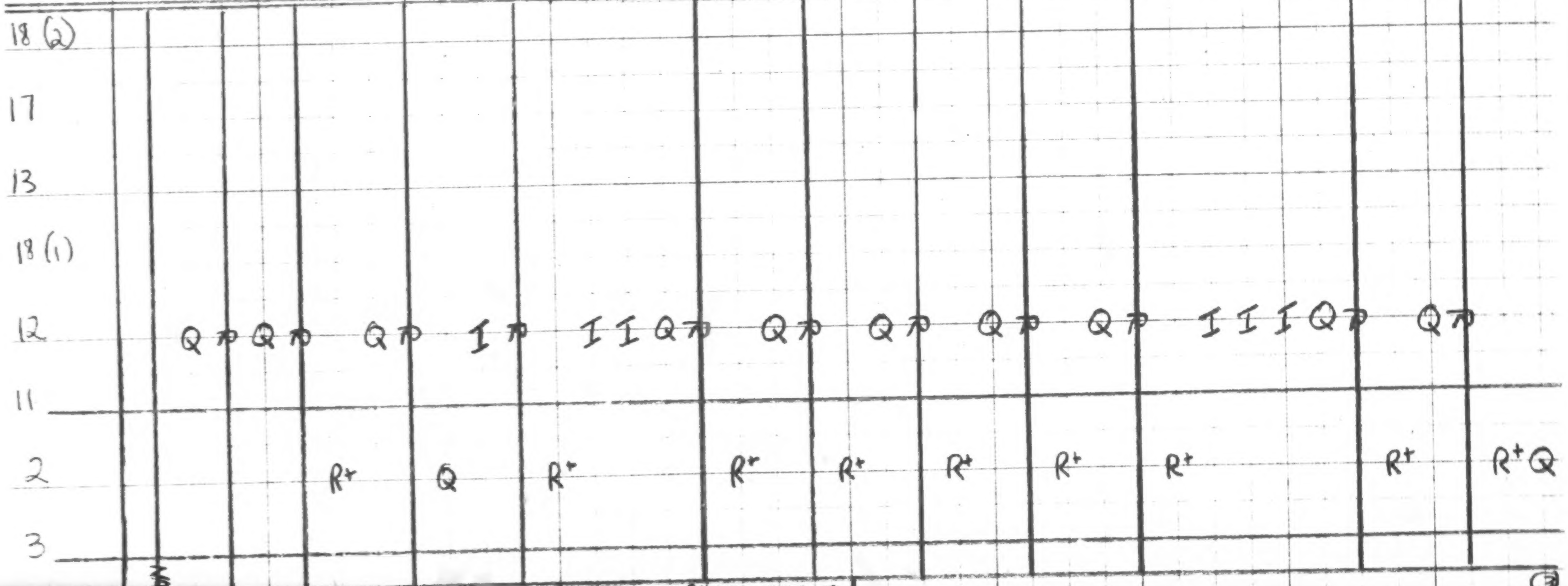

18 (2)
7
13
18 (1)
2
1
2
3
Q
Q R
I I
D
R+
Q D D D D
~~GLASS WORKS~~
832-1 P12020 · END
18 (2)
17
13
18 (1)
12
11
2
3


B-135
17
13
18(1)
12 Q↗ Q↗ I I I I Q↗ Q↗ I I I I I Q↗ Q↗
11 I I I I
2 D D D D D R+ R+ R+ R+ D D R+ R+
3 I
832-2 P1l1-P2l5
18(2)
17
13
18(1)
12 Q↗ Q I↗ Q↗ Q↗ Q↗ Q↗ Q↗ Q↗ Q↗ Q↗ Q↗
11 R I
2 R+ ⊕ R+ R+ R+ R+ R+ R+ R+ D D R+ R+ R+ D
3
832-2 P2l4-P3l3


17
3
18 (1)
12
11
2
3
Q P Q P Q P Q P Q P Q P Q P Q P I I I I I Q P Q P Q
P
I
R+ R+ R+ R+ R+ R+ R+ R+ R+ R+ R+
832-2 P3L4-P4L10
H & b
18 (2)
17
13
18 (1)
12
11
2
3
P Q P Q P Q P Q P Q P Q P Q P Q P Q P Q P Q P Q
I I
R+ R+ R+ R+ R+ R+ R+ R+ I R+ R+ R+ R+
832-2 P4L11- P5L5
②

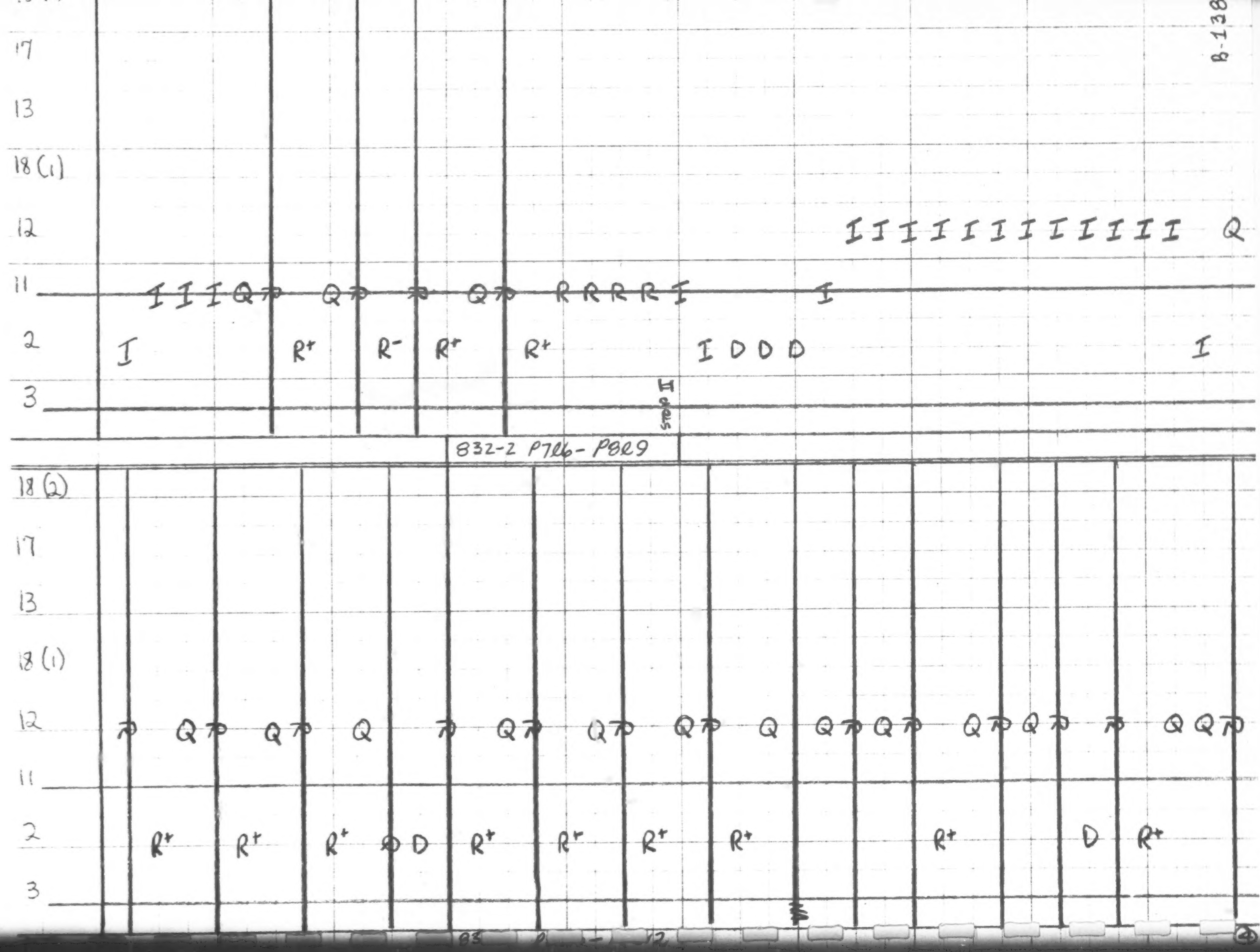


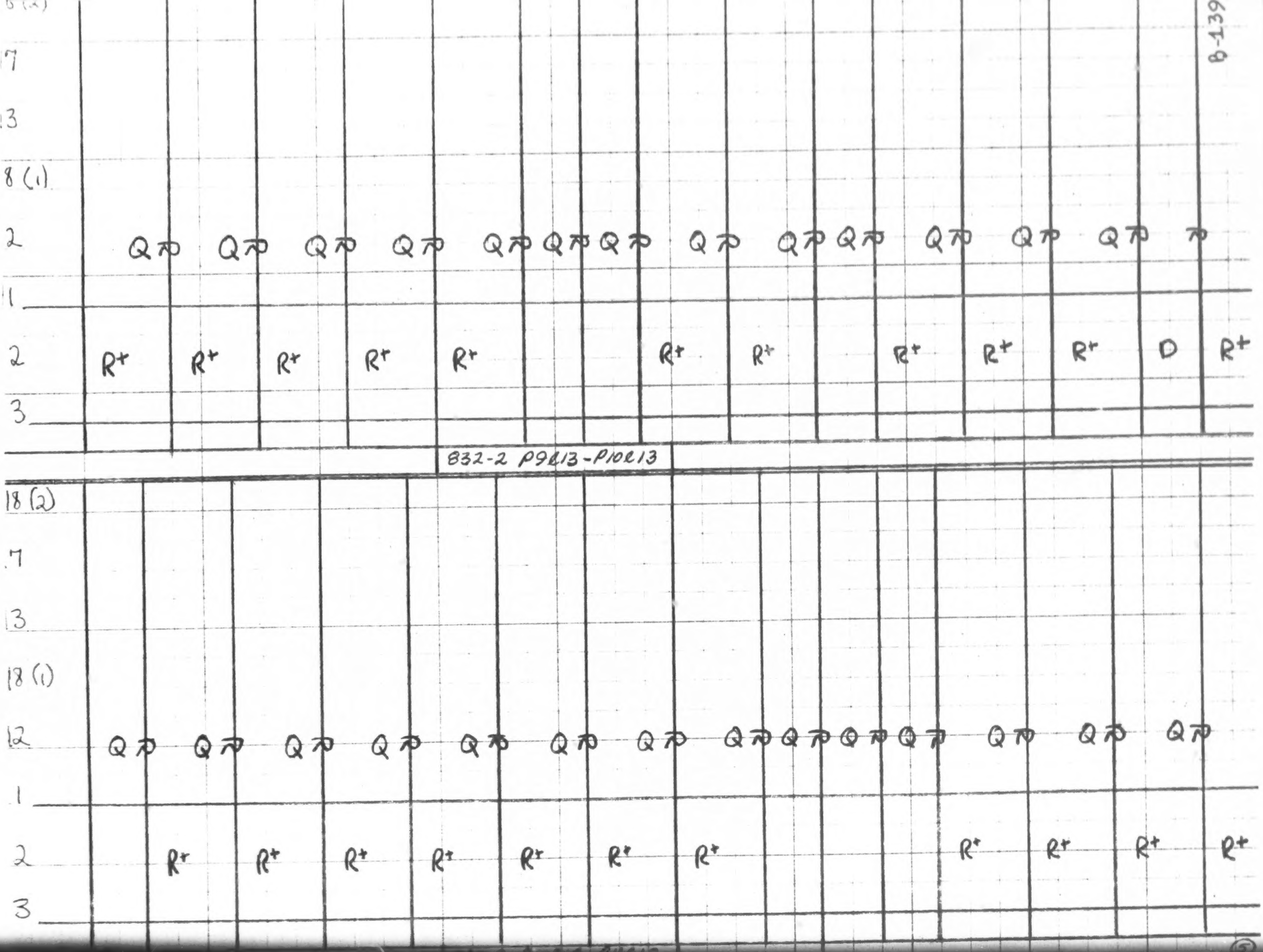
B32-2 P5l6- P6l4



B32-2 P6l5-P7l5

B-138


17
13
18 (1)
12
11
2
3
I I I I I I I I I I I Q
I I I Q ⊅ Q ⊅ ⊅ Q ⊅ R R R R I I
I R⁺ R⁻ R⁺ R⁺ I D D D I
stop II
832-2 P726-P829
18 (2)
17
13
18 (1)
12
11
2
3
⊅ Q ⊅ Q ⊅ Q ⊅ Q ⊅ Q ⊅ Q ⊅ Q Q ⊅ Q ⊅ Q ⊅ Q ⊅ ⊅ Q Q ⊅
R⁺ R⁺ R⁺ D R⁺ R⁺ R⁺ R⁺ R⁺ D R⁺
83
12
④


8 (1)
Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ ⊼
R+ R+ R+ R+ R+ R+ R+ R+ R+ R+ D R+
832-2 P9L13-P10L13
18 (2)
18 (1)
Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼ Q⊼
R+ R+ R+ R+ R+ R+ R+ R+ R+ R+ R+

17	
3	
8 (1)	
12	Q R I II I QR QR IIIIQR IIII Q QRI
11	I I I I I I
2	R+ DID D R+ R+ R+ D
3	

STOP III

B32-2 P11&14-P12&13

18 (2)	
17	
13	
18 (1)	
12	III
1	I III
2	I D QDDDDDDDRDDRDDQDRDDDDDQ
2	

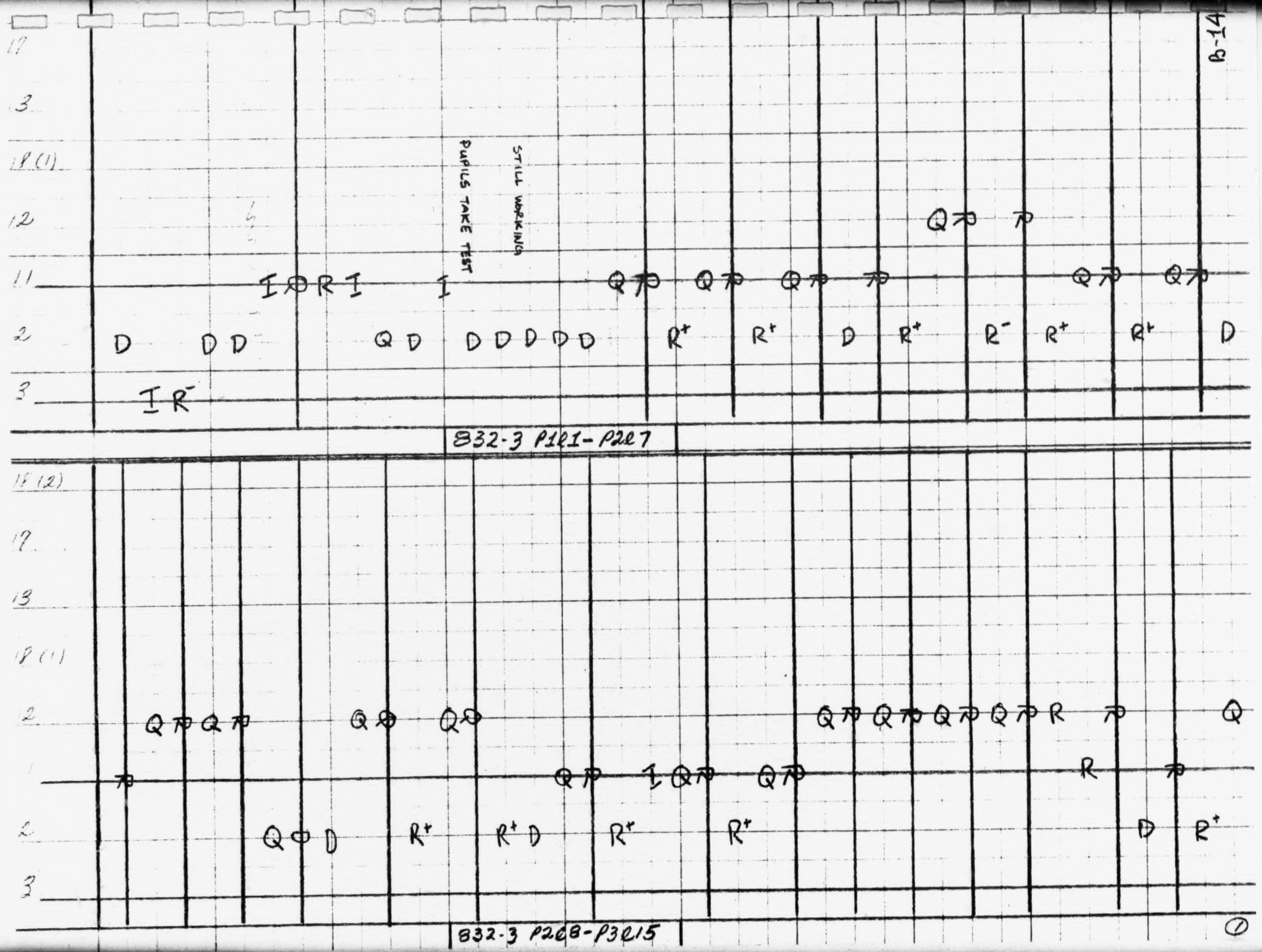
SEAT WORK

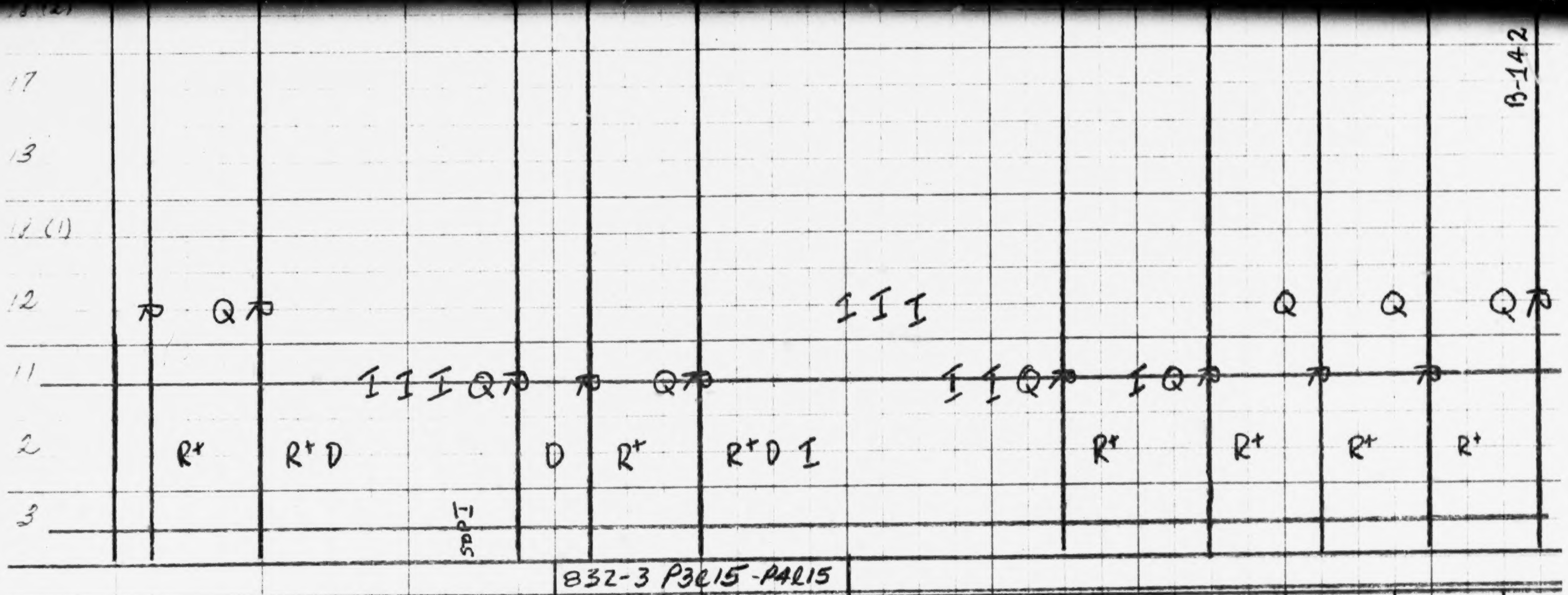
SEAT WORK UNTIL BELL

STOP VI

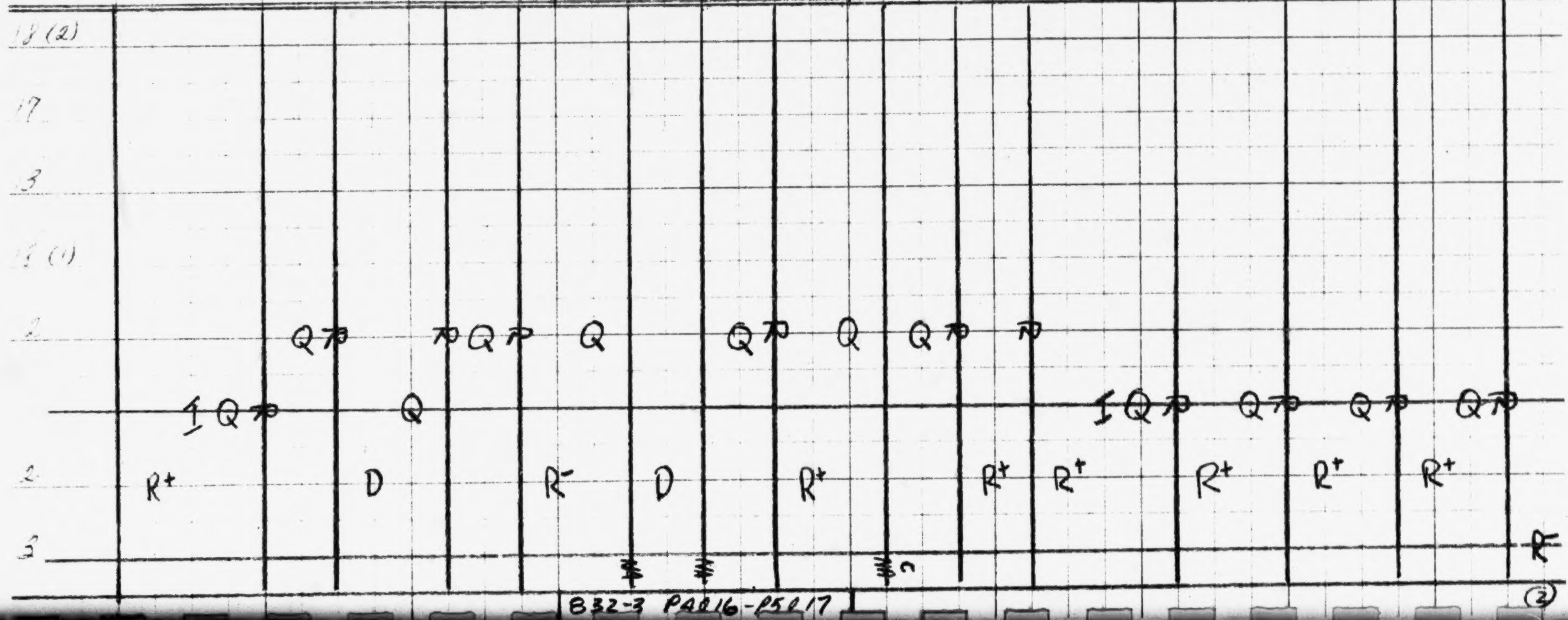
B32-2 P12&4-

⑥


17
3
18 (1)
12
11
2
3
PUPILS TAKE TEST
STILL WORKING
I⊕RI I
Q₱ Q₱ Q₱ ₱ Q₱ Q₱
Q₱ ₱
D DD QD DDDDD R+ R+ D R+ R− R+ R+ D
IR−
B32-3 P1C1-P2C7
18 (2)
17
13
18 (1)
2
1
2
3
Q₱Q₱ Q⊕ Q⊕ Q₱Q₱Q₱Q₱R ₱ Q
₱ Q₱ IQ₱ Q₱ R ₱
Q⊕D R+ R+D R+ R+ D R+
B32-3 P2C8-P3C15
①

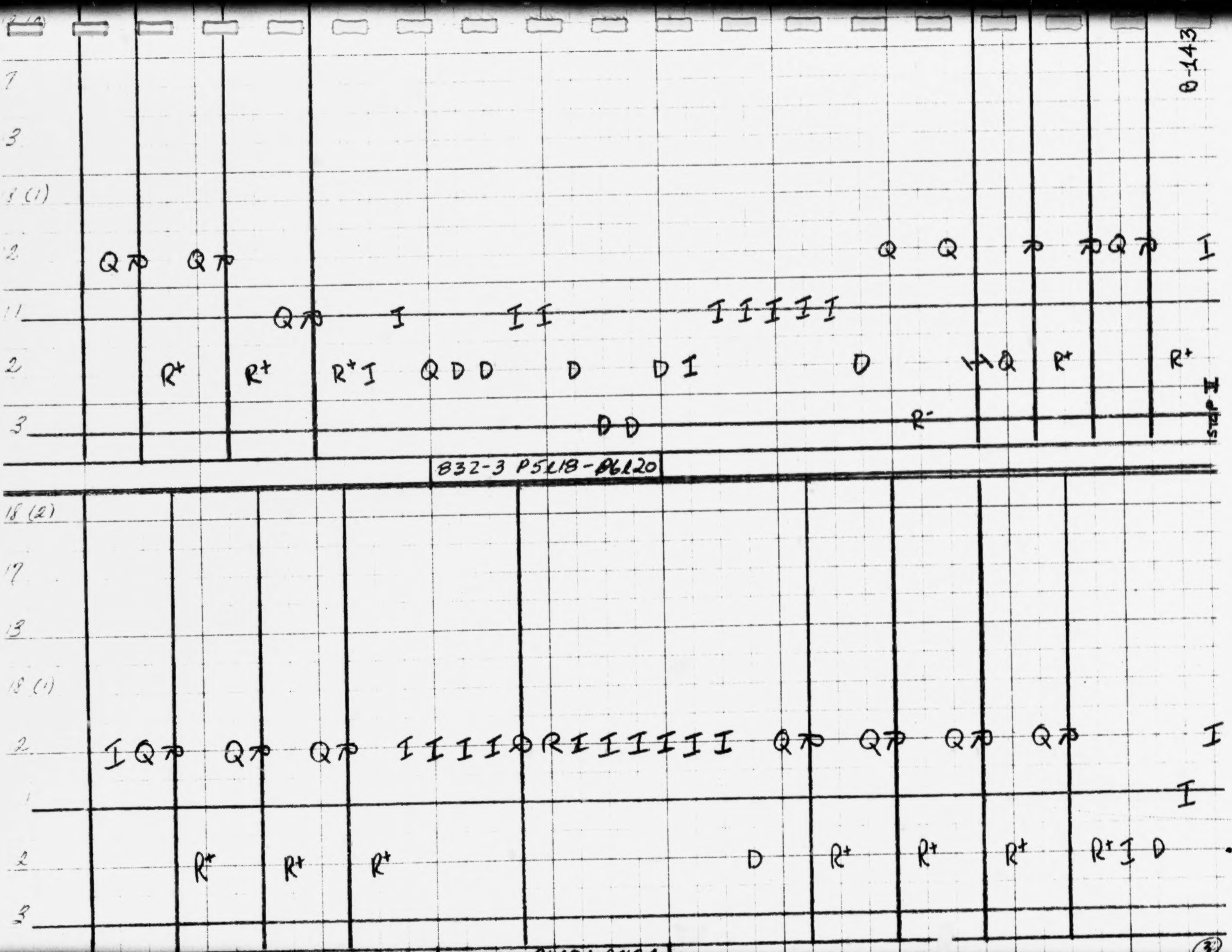

832-3 P3C15-P4C15

18 (2)
17
13
12 (1)
12
11
2
3
Q
R⁺
R⁺ D
I I I Q
SDP I
D
R⁺
R⁺ D I
I I I
I I Q
I Q


832-3 P4C16-P5C17

18 (2)
17
13
12 (1)
12
11
2
3
Q
Q Q
R⁺
I Q
D
R⁻
R⁺
I Q
R
②

8-143


7
3
3 (1)
2 Q P Q P Q Q P P Q P I
11 Q P I I I I I I I I
2 R+ R+ R+ I Q D D D D I D ⊣ Q R+ R+
3 D D R-
STOP II
B32-3 P5218-P6220
18 (2)
17
13
18 (1)
2 I Q P Q P Q P I I I I Q R I I I I I I Q P Q P Q P Q P I
1 I
2 R+ R+ R+ D R+ R+ R+ R+ I D
3

③

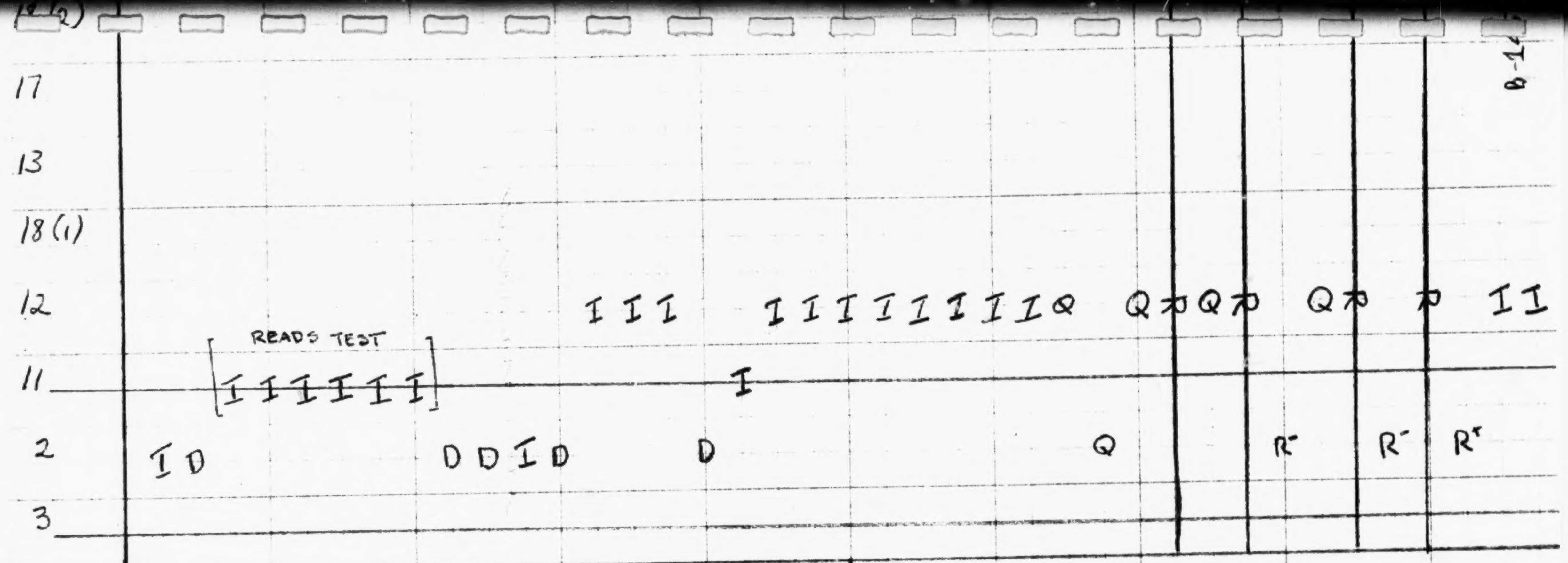
9 (2)
7
19 QD
18 (1)
12 II I QRIQD IQD QD QD III Q D I
1 I IIII I
2 D R^+ R^- R^+ R^+ R^+ Q ⊘D R^+ D
3

832-3 P7225-P8C26

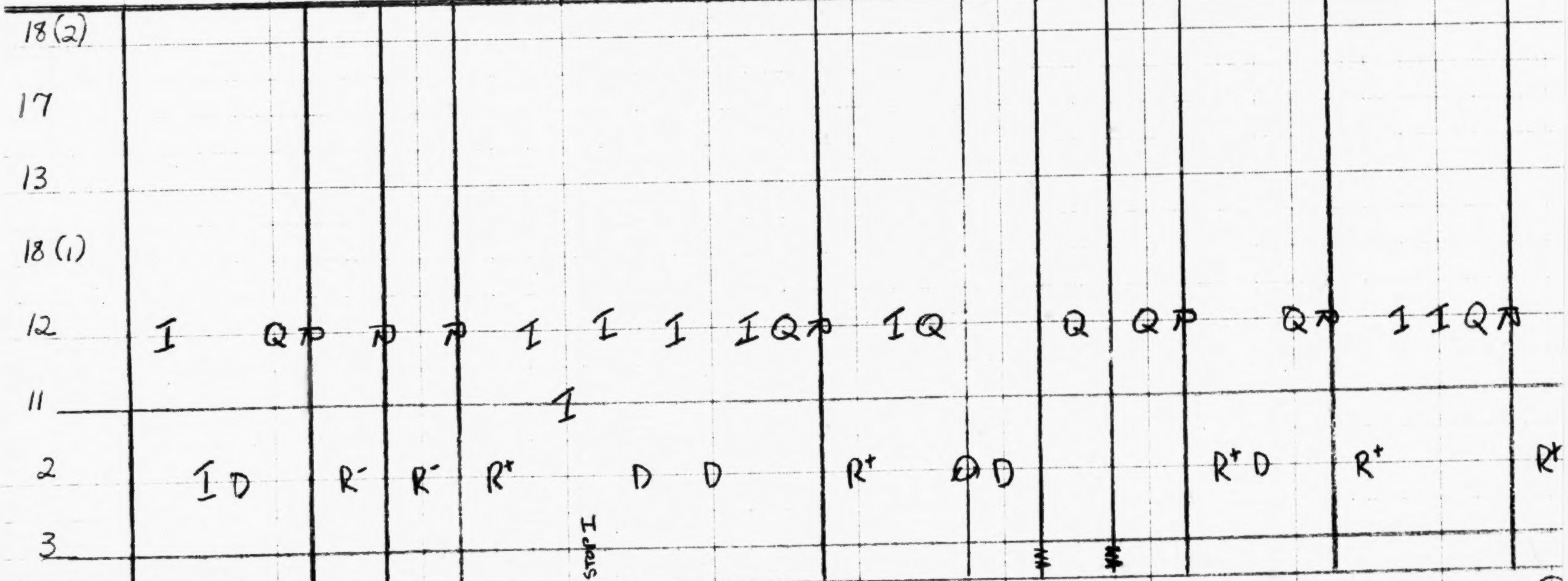
18 (2)
17
13
18 (1)
12 I II II
1 I II
2 D QDDDDIDDD
2 D

STOP III

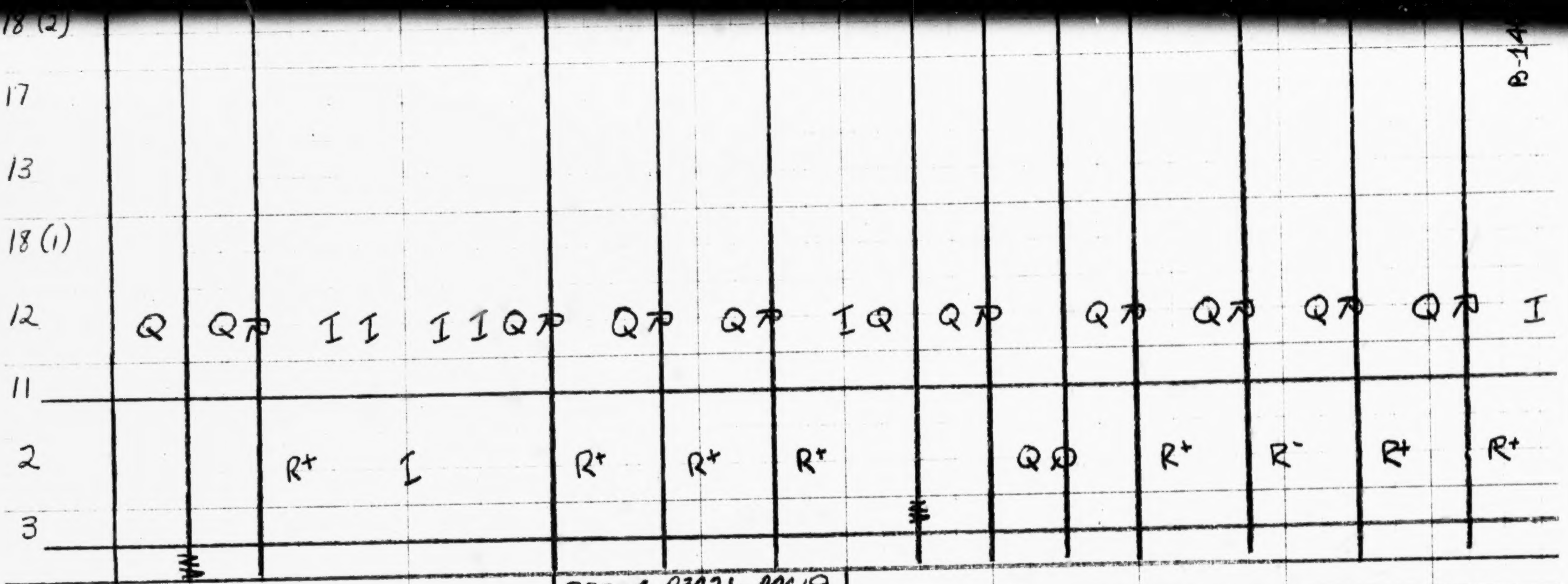
PUPILS WORK UNTIL BELL



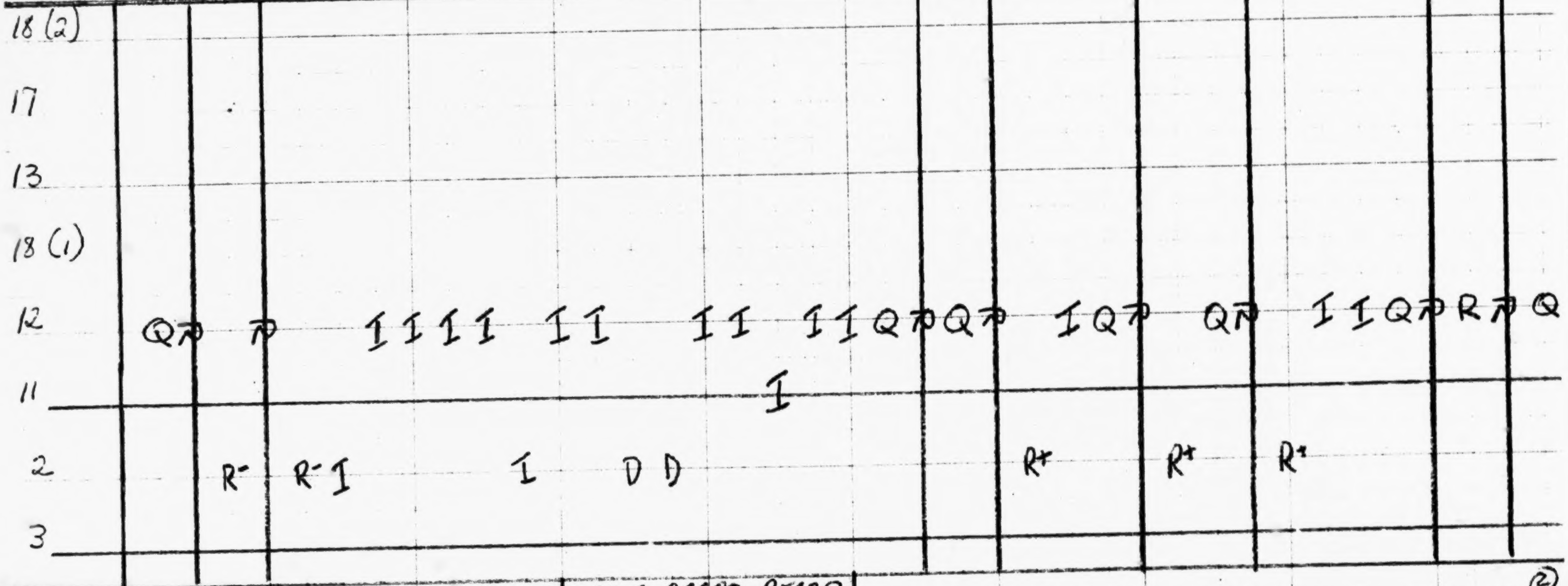
832-4 P1l1- P2l15



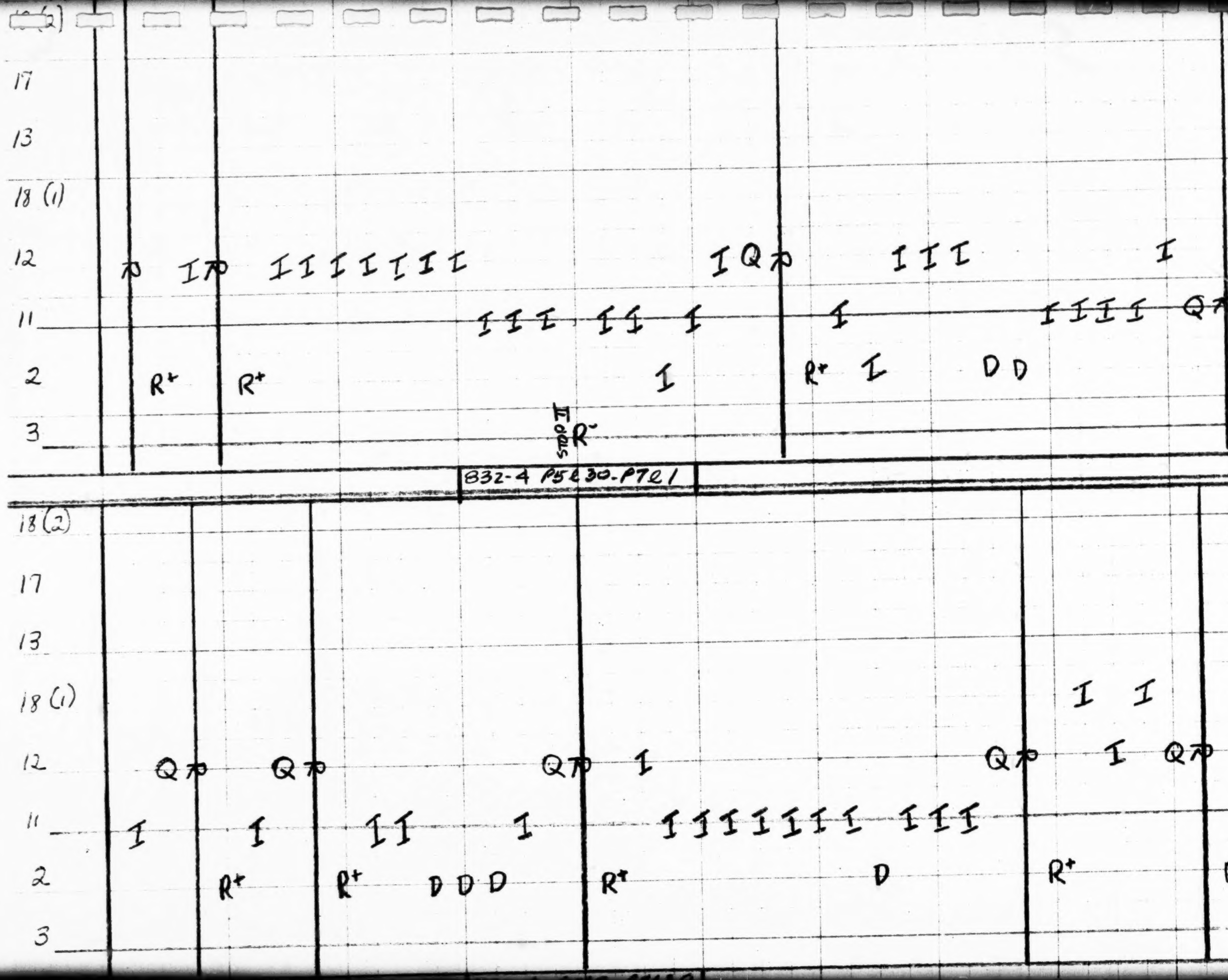
832-4 P2l16-P3l20



832-4 P3021-P4019



832.4 P4020-P5029


18(2)
17
13
18 (1)
12
11
2
3
R+
R+
I I I I I I I I I
I Q
I I I
I
I I I I I I I
I
I I I I Q
I
R+ I D D
R+
STOP II R⁻
832-4 P5L30-P7L1
18(2)
17
13
18 (1)
12
11
2
3
Q Q Q I
Q I Q
I I
I I I I
I I I I I I I I I I
Q
R+ R+ D D D R+ D R+ R+
③

B-148

18(2)							
17							
13							
18(1)				I I			
12	Ꝑ			I I I I I			
11	QꝐ	I QꝐ	QꝐ	I I I I I	I	I	
2	R⁻	R⁻	R⁺	R⁺Q D I STOP III D	R⁺	R⁺	R⁺
3							

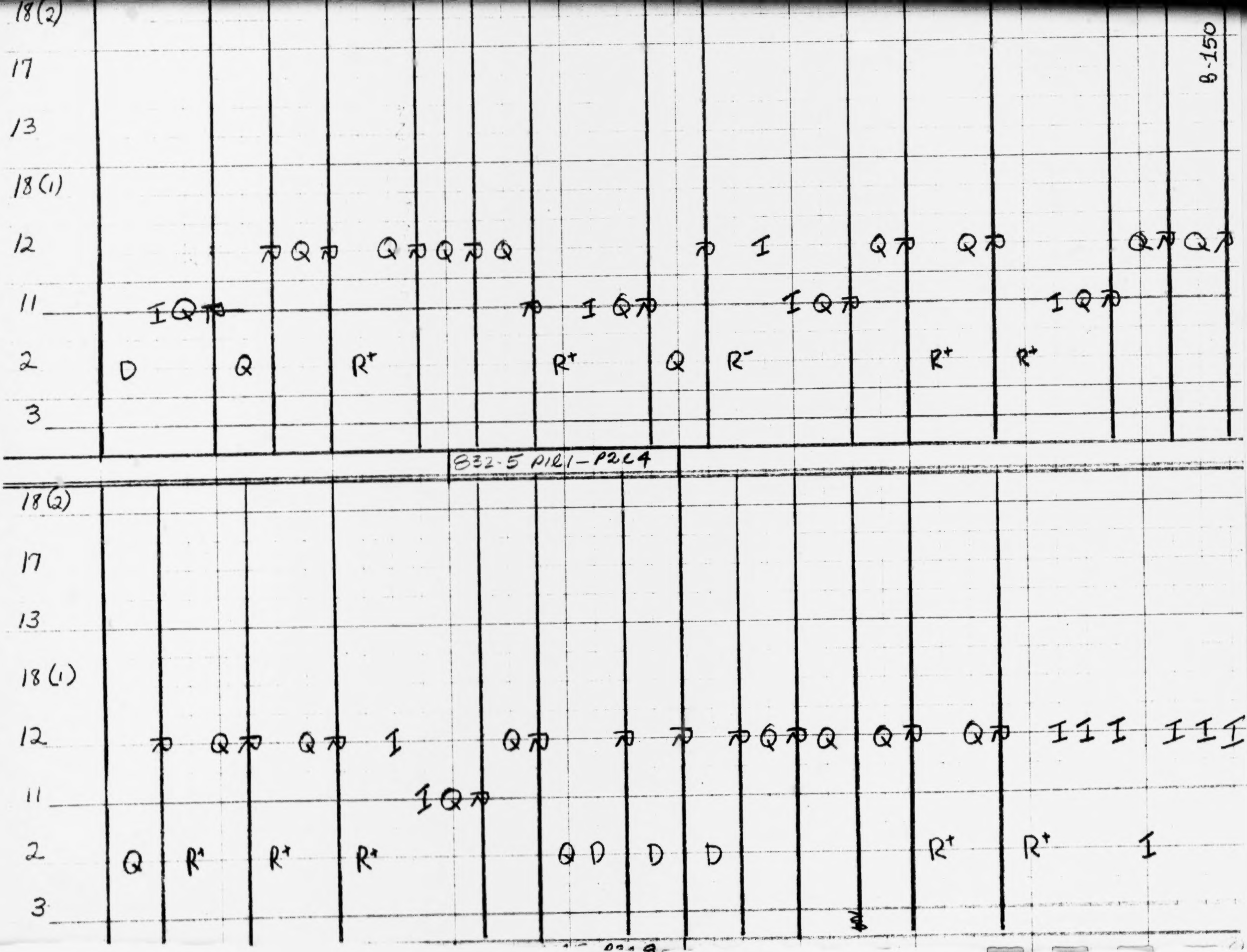
832-4 P7240-P8238

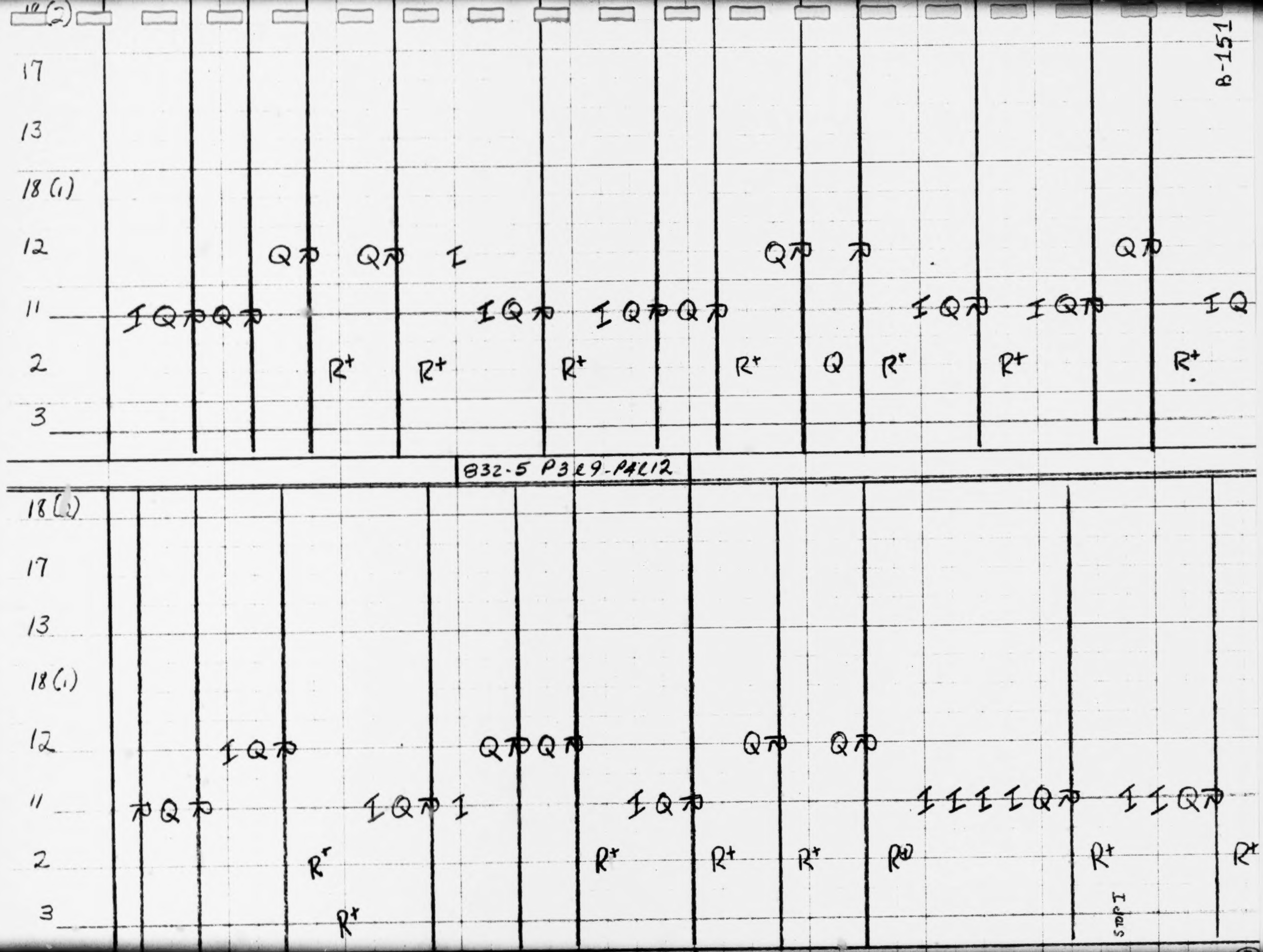
18(2)										
17										
13										
18(1)										I
12	QꝐ	QꝐ	QꝐ	QꝐ	Q	R QꝐ	QꝐ	QꝐ	QꝐ	QꝐ
11	I	I	I			I	I	I	I	I
2		R⁺	R⁺	R⁺			R⁺	R⁺	R⁺	R⁺
3								R⁻Q		

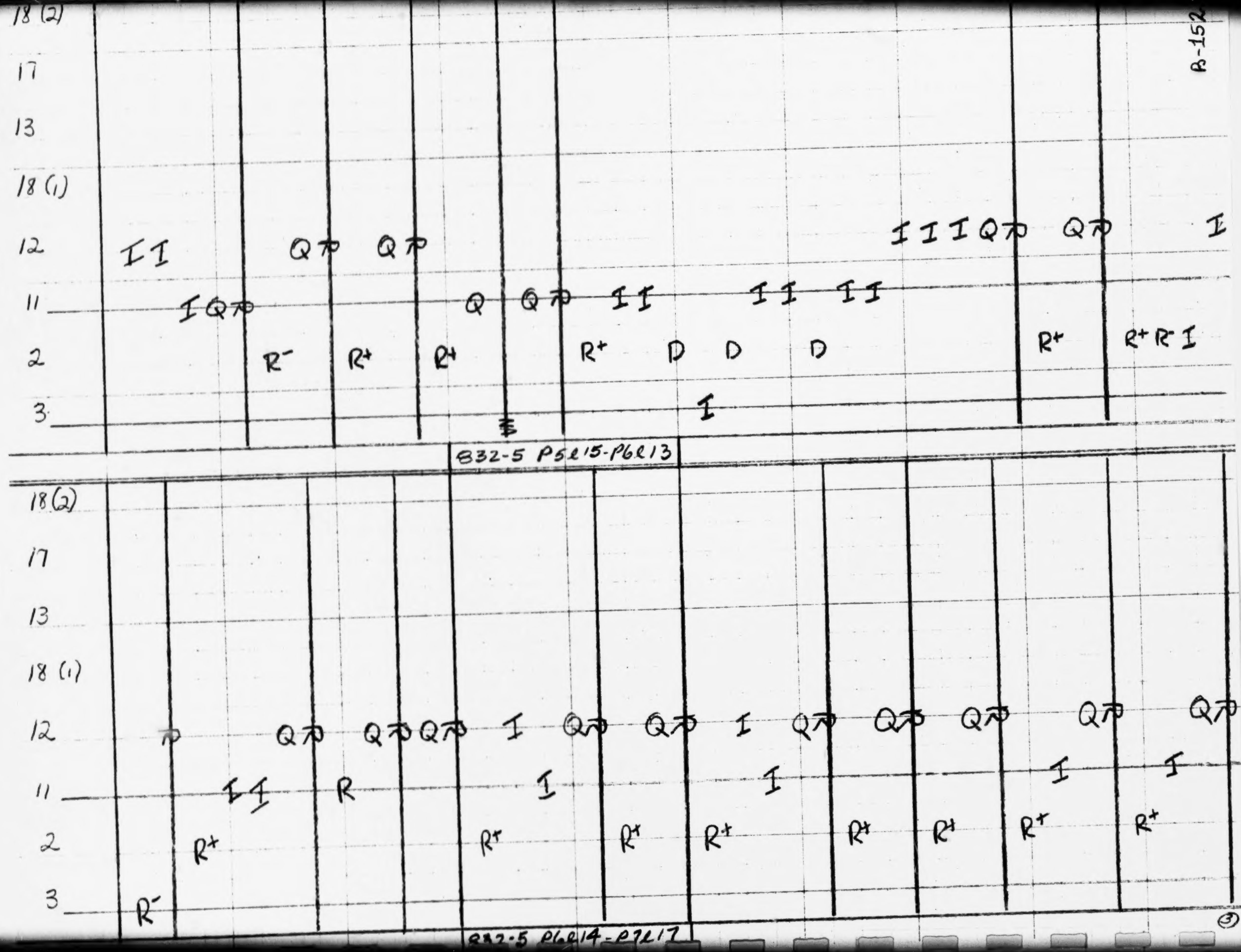
18(2)							
17							
13							
18(1)							CLASS DOES SEAT WORK CLASS DOES SEAT WORK
12	QR	QR	QR				
11	I	I	I	I			
2	R+	R+	R+	R⊕ D D	Ⓡ D D D	D	
3						D I R⁻	STOP IV

B32-4 P9C37- END

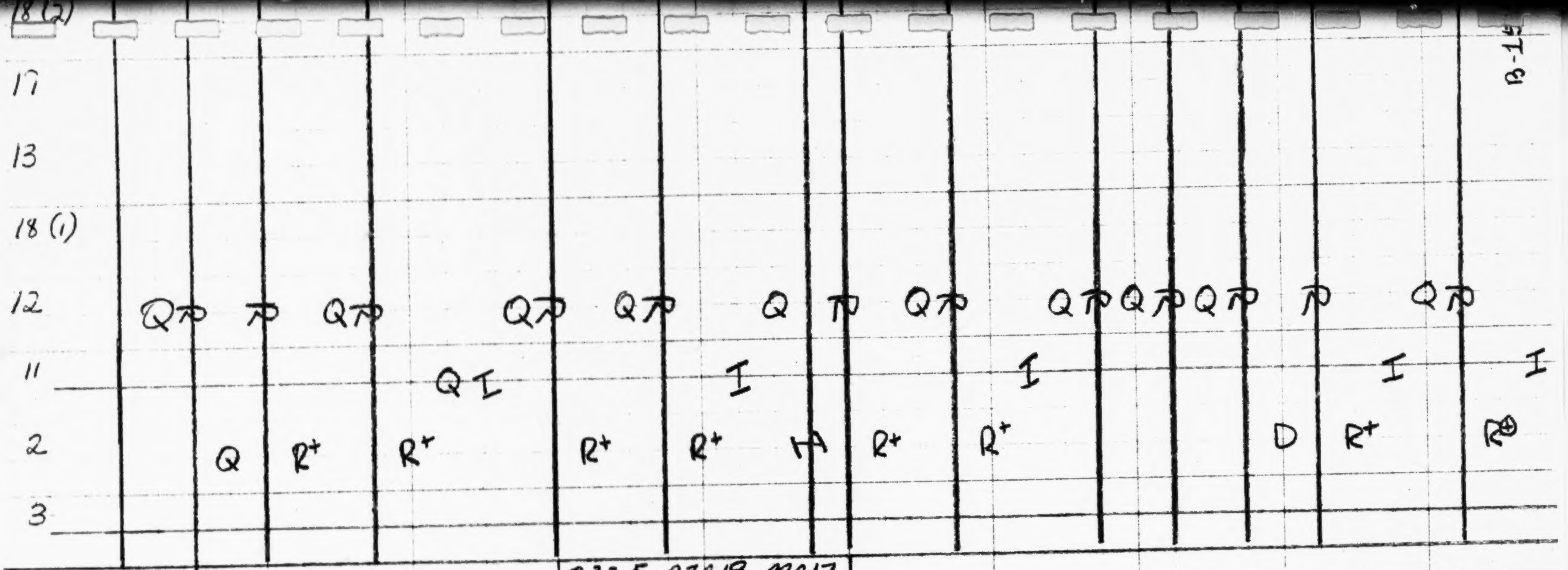
18(2)	
17	
13	
18(1)	
12	
11	
2	
3	

18(2)
17
13
18(1)
12
11
2
3
D
Q
R+
R+
Q
R-
R+
R+
I Q
I Q
I Q
I Q
Q Q Q
I
Q
Q
Q Q
832-5 P1L1-P2L4
18(2)
17
13
18(1)
12
11
2
3
Q
R+
R+
R+
Q
Q
I
I Q
Q
Q Q
Q
Q
I I I
I I I
Q D
D
D
R+
R+
I

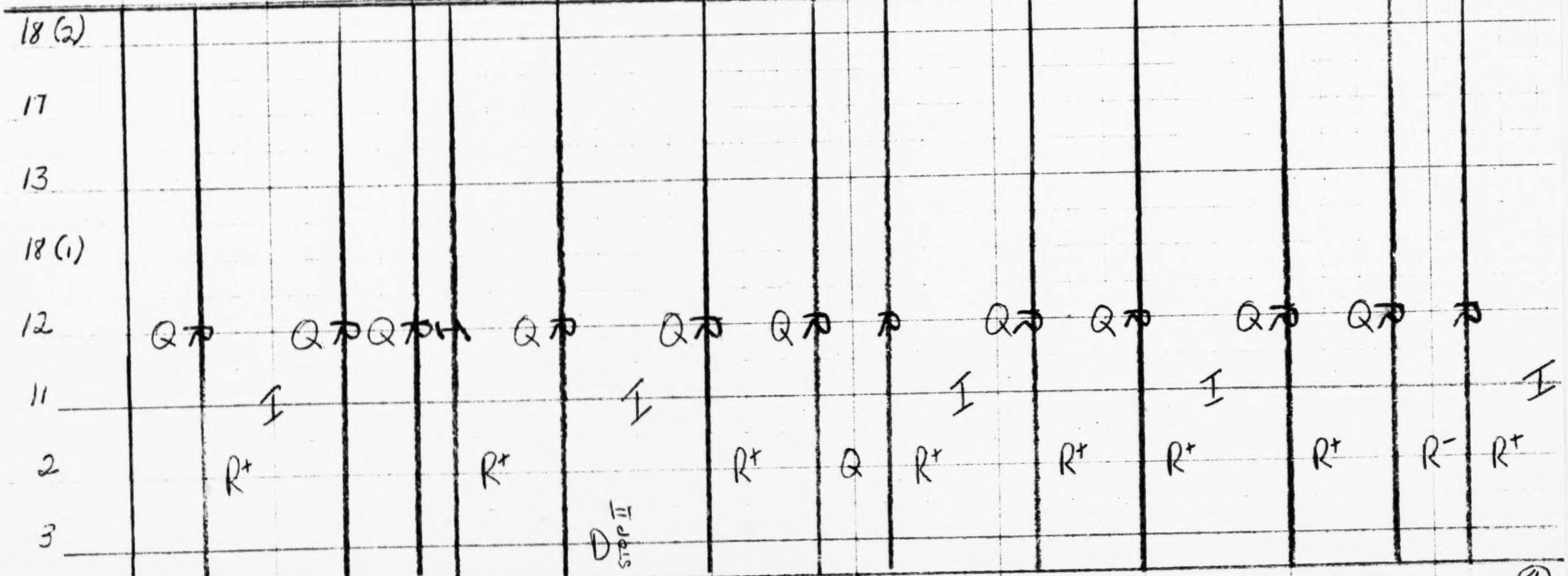

18(2)
17
13
18(1)
12 — QR QR I QR R QR
11 — IQRQR IQR IQRQR IQR IQR IQ
2 — R+ R+ R+ R+ Q R+ R+ R+
3
B32-5 P3L9-P4L12
18(2)
17
13
18(1)
12 — IQR QRQR QR QR
11 — RQR IQRI IQR IIIIQR IIQR
2 — R+ R+ R+ R+ R+ R+ R+
3 — R+ STOP I


18 (2)
17
13
18 (1)
12
11
2
3
I I
I Q ⊅
Q ⊅ Q ⊅
R⁻ R⁺ R⁺
Q Q ⊅ I I
R⁺ D D D
I I I I
I
I I I Q ⊅ Q ⊅ I
R⁺ R⁺ R⁻ I
832-5 P5ℓ15-P6ℓ13
18 (2)
17
13
18 (1)
12
11
2
3
R⁻
R⁺
I I
R
Q ⊅ Q ⊅ Q ⊅ I Q ⊅ Q ⊅ I Q ⊅ Q ⊅ Q ⊅ Q ⊅ Q ⊅
I I I I
R⁺ R⁺ R⁺ R⁺ R⁺ R⁺ R⁺
832-5 P6ℓ14-P7ℓ17

③



B32-5 P7ℓ18-P8ℓ17



B32.5 P8ℓ18-P8ℓ20

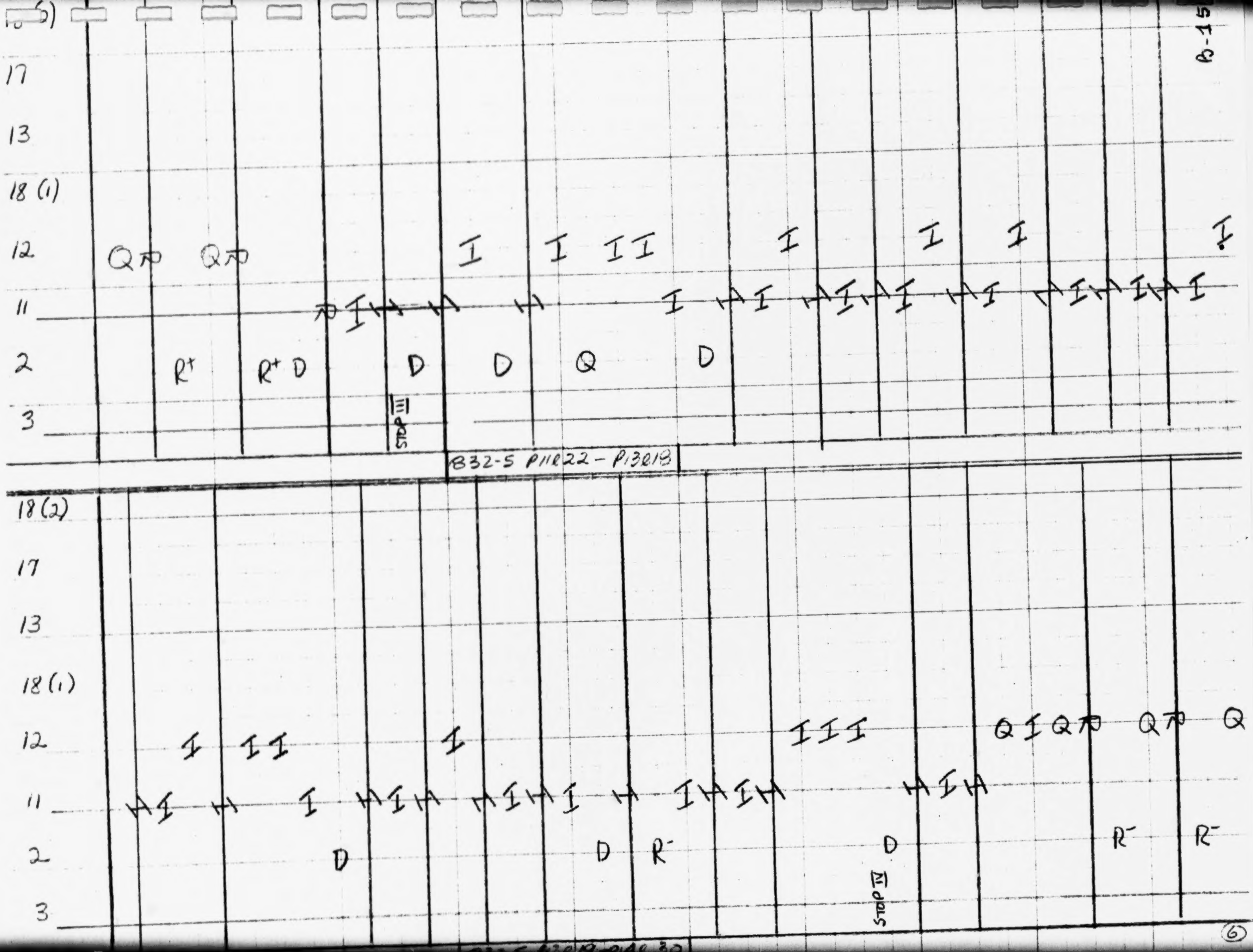
B-154

18 (2)	
17	
13	Q
18 (1)	
12	QP QP I QP QP QP Q QP I QP I QP QP
11	I I I
2	R^+ R^+ R^+ R^+ Q H R^+ R^+Q R^+ R^+
3	

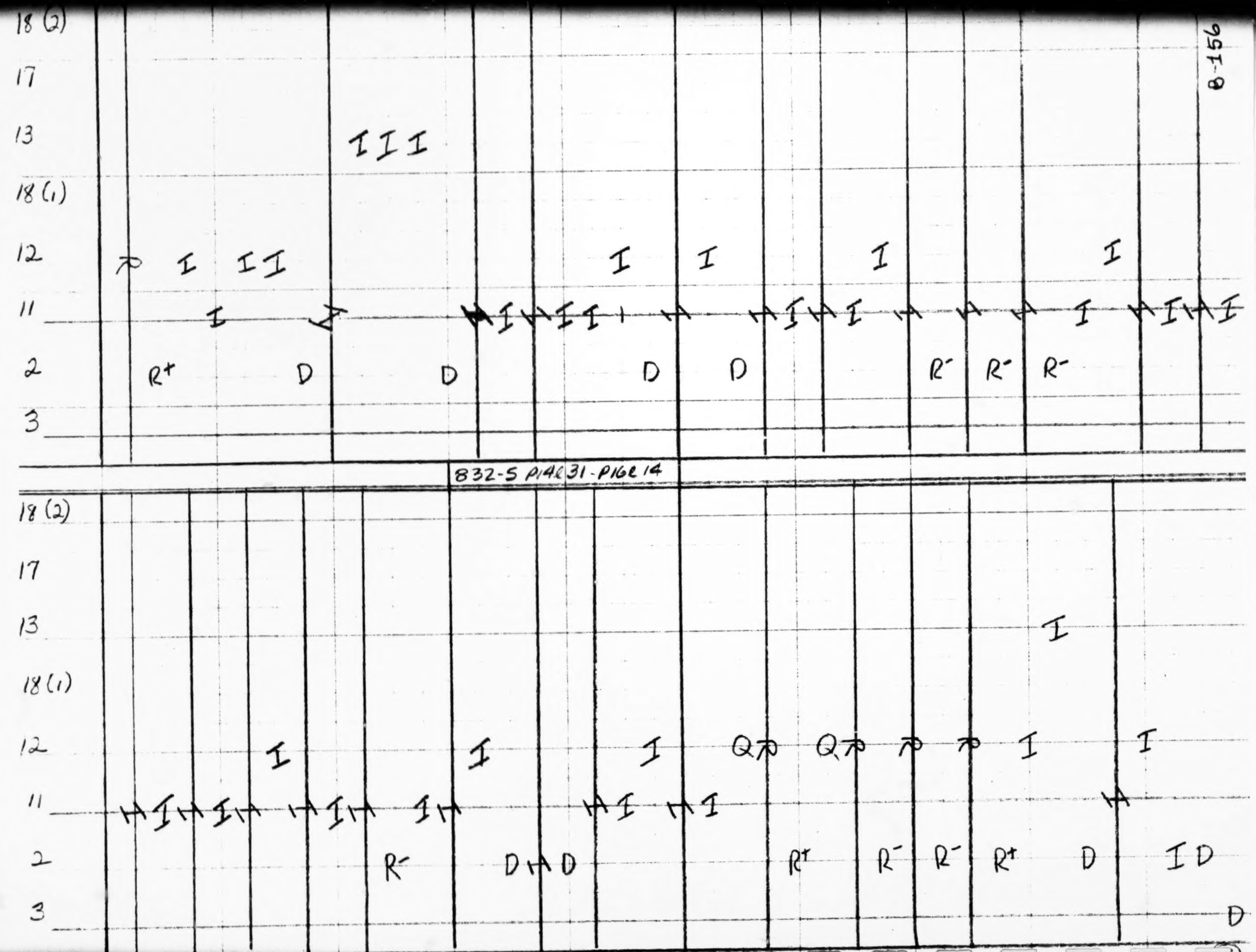
832-5 P9R21-P10R16

18 (2)	
17	
13	I III
18 (1)	
12	IIIQP P IIIII QP IIII QP I
11	I I I P
2	$R^{(+)}$ D R^+ R^+ R^+ R^+ DD
3	DID

(5)


17
13
18 (1)
12
11
2
3
Q R+ D I
STOP III
B32-5 P11822 - P13818
18 (2)
17
13
18 (1)
12
11
2
3
Q I R- D
STOP IV
⑥

B-156



832-5 P14C31-PAGE 14

B-157

18(2)	
17	
13	I
18(1)	
12	I Q↗ I I I I I I I I I I I Q↗ I Q↗ I I I I I I I I I I I
11	I
2	I R+ I R+ R+ Q↗
3	

9 14:1 P.121-132 ℓ14

18(2)	
17	
13	I Q↗ I
18(1)	
12	I I I I I I I Q↗ Q I Q↗ Q↗ I I I I I I I
11	I Q↗
2	I R+ I R+ R+ I R+ I
3	

Laughter

18 (2)	
17	
13	I I
18 (1)	
12	III IQ↗ IIQ RQ↗ IIIIII IIIIII I IIQ
11	I I I
2	R+ R+ I I
3	END END

9|4:1 P3ℓ22-P4ℓ32

18 (2)	
17	
13	
18 (1)	
12	↗ Q↗ Q↗ I⊣ Q↗ II II⊕RI IIII⊕R III
11	⊣I⊣ I
2	Q R- Q Laughter R+ DI DD Q
3	Stop1

9 1 P 3-C 2

B159

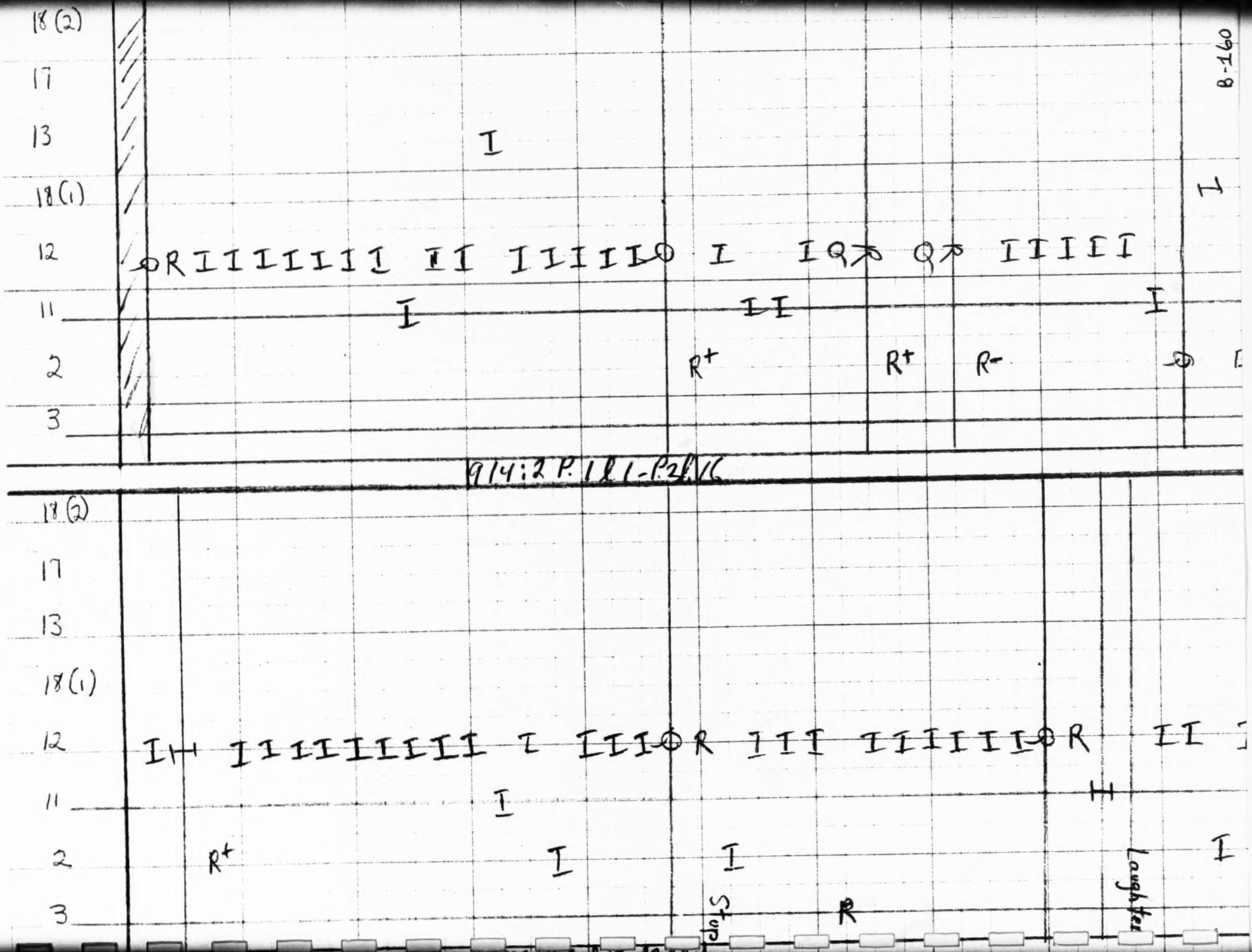
18(2)	
17	
13	I
18(1)	
12	I -o R I II-o R I I I I-o R-o R I I-o R I I I I I I I Q-o I I I I
11	I R+
2	D I
3	

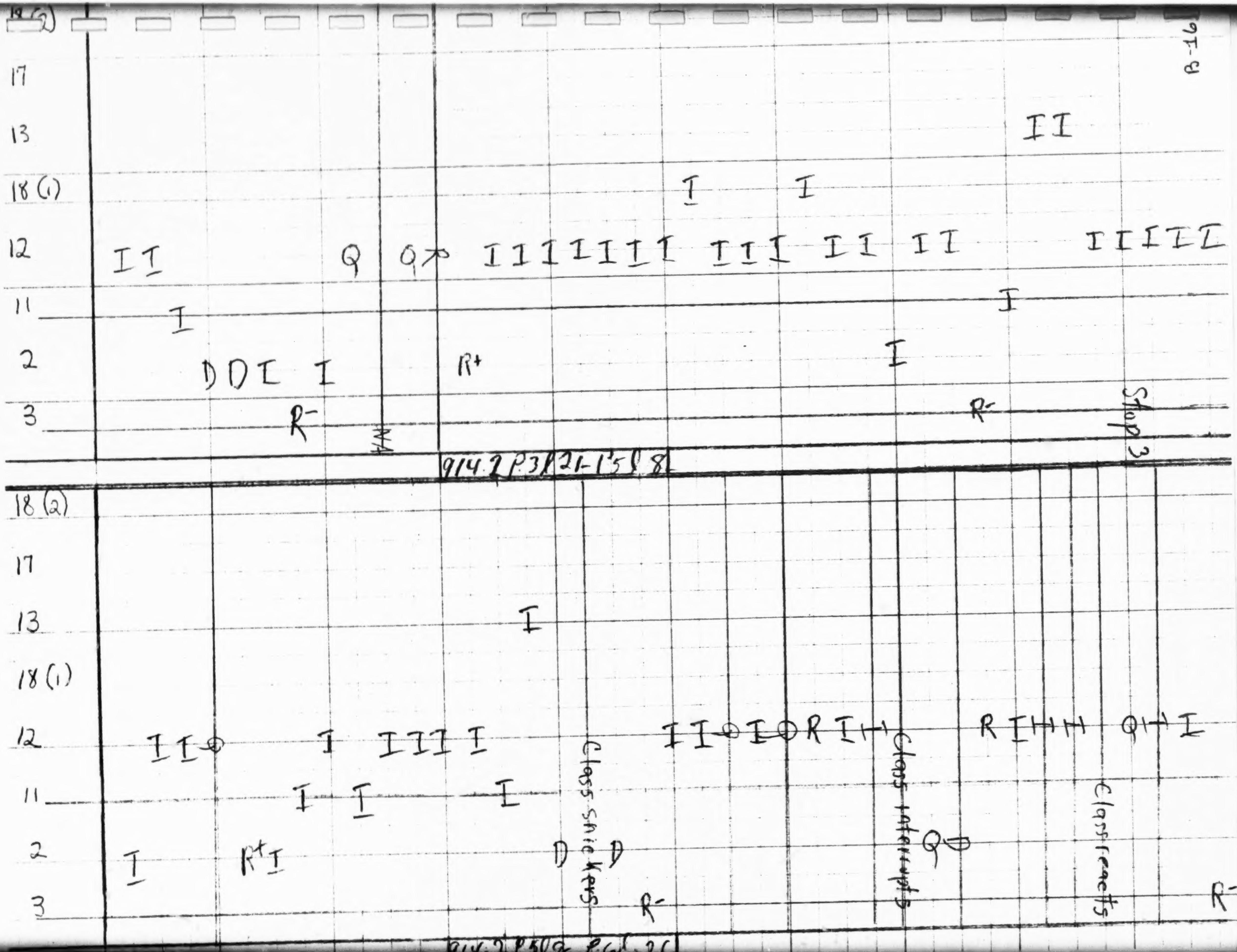
Laughter

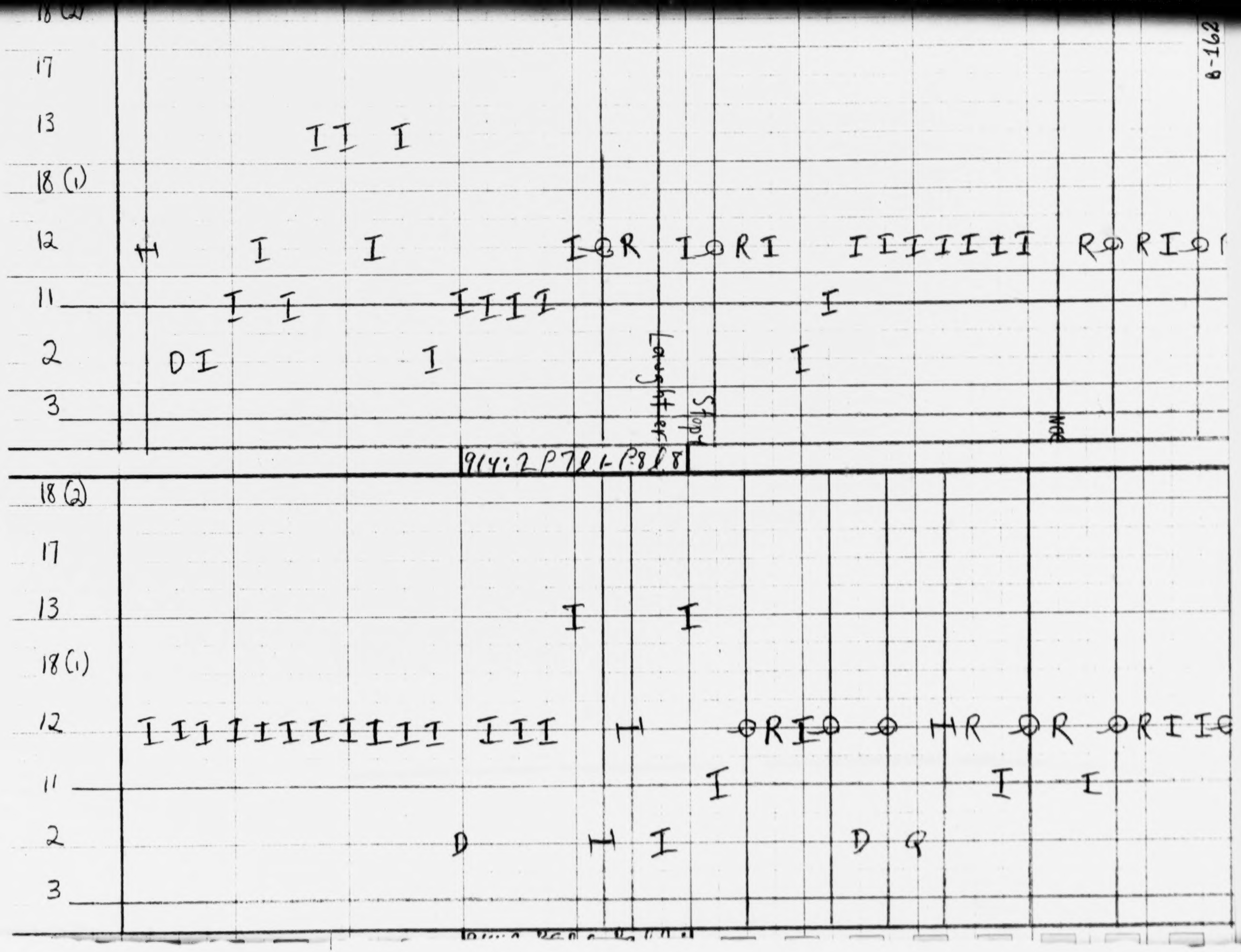
914:1 P5 l.28 - P6 l.36

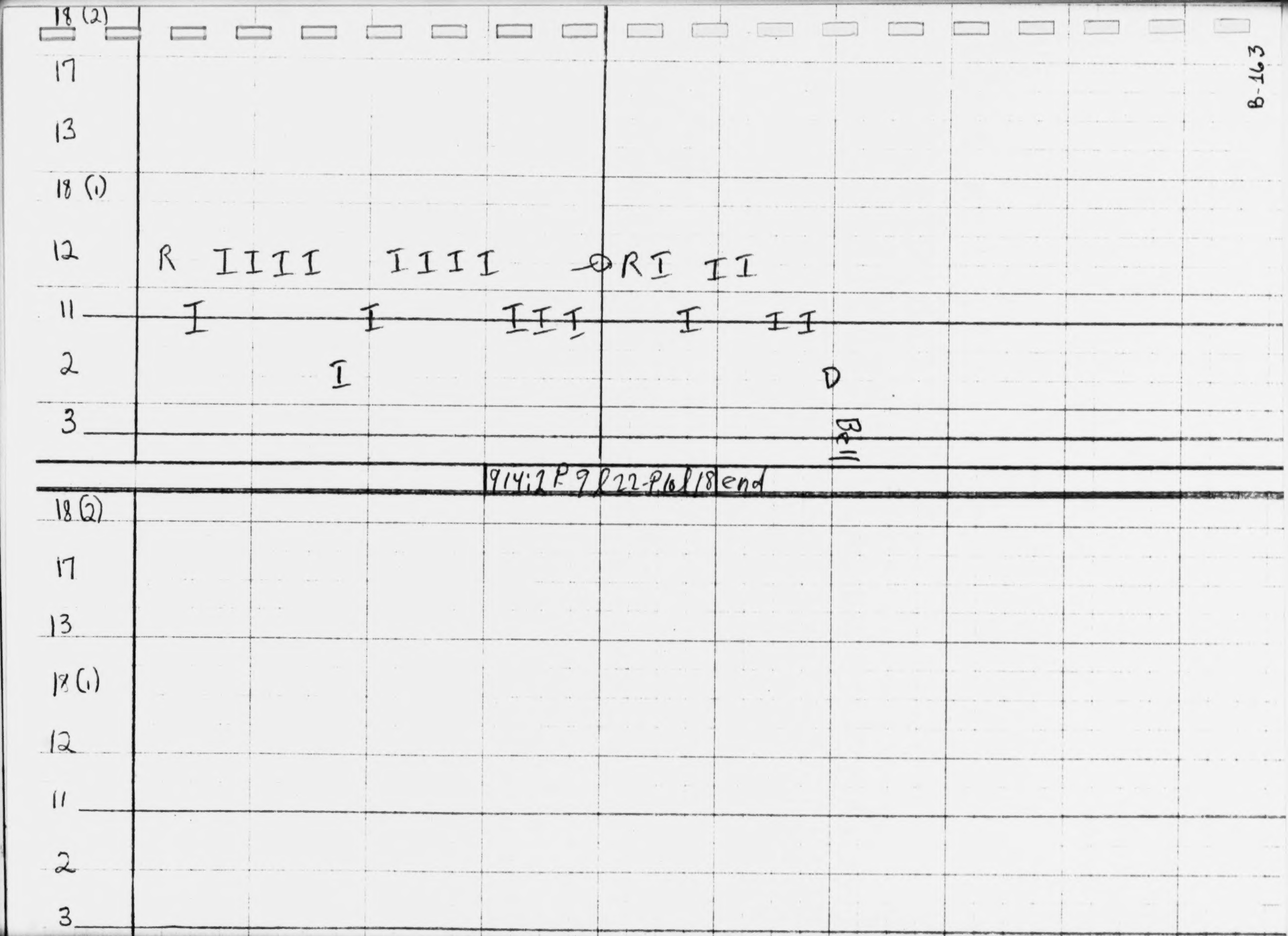
18(2)	/
17	/
13	/
18(1)	/
12	R I I I-o R /
11	I / I
2	I / D D I D D D
3	/

914:1 P6 l.31 - P7 l.12 end

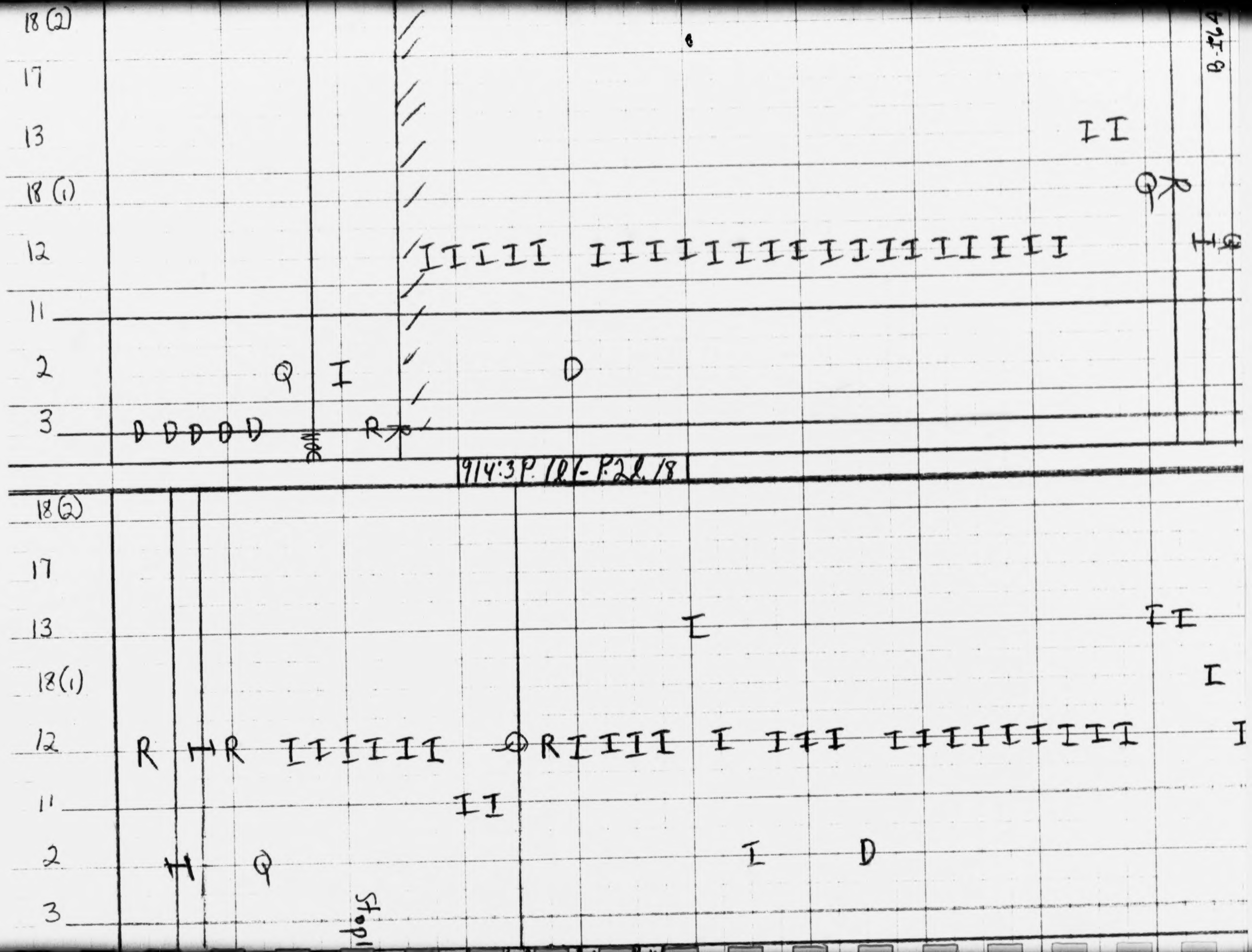

18 (2)
17
13
18 (1)
12
11
2
3
I
R I I I I I I I I I I I I I I I I
I
I I
R+
I I Q Q I I I I I
R+
R-
I
I
9/14:2 P.1 l.1 - P.2 l.16
18 (2)
17
13
18 (1)
12
11
2
3
I I I I I I I I I I I I I I I I I R I I I I I I I I I I I R I I
I
R+
I
I
Stop
R
I
Laughter
I


18(2)
17
13
18(1)
12
11
2
3
I I
I
D D I I
R-
Q Q
R+
I I I I I I I I I I I I I I I I I I I I
I I
I I
I
I
R-
Stop 3
914.2 P3l 21-1'5' 8
18(2)
17
13
18(1)
12
11
2
3
I
I I I I I I I
I I I
I R+I
D D
Class shie keys
R-
I I I I R I
Class interrupts
Q D
R I
Class reacts
Q I
R-


18 (2)
17
13
18 (1)
12
11
2
3
II I
H I I I⊖R I⊖RI IIIIIII R⊖RI⊖
I I IIII I
DI I I
Laughter
Stop
9(4:2P7l1-1:8l8
18 (2)
17
13
18 (1)
12
11
2
3
I I
IIIIIIIIIIII III H ⊖RI⊖ ⊖ HR ⊖R ⊖RII
I I I
D H I D Q


18 (2)
17
13
18 (1)
12
11
2
3
R IIII IIII ⊖RI II
I I III I II
I
D
Bell
914;2 P 9 l 22-P6 l 18 end
18 (2)
17
13
18 (1)
12
11
2
3

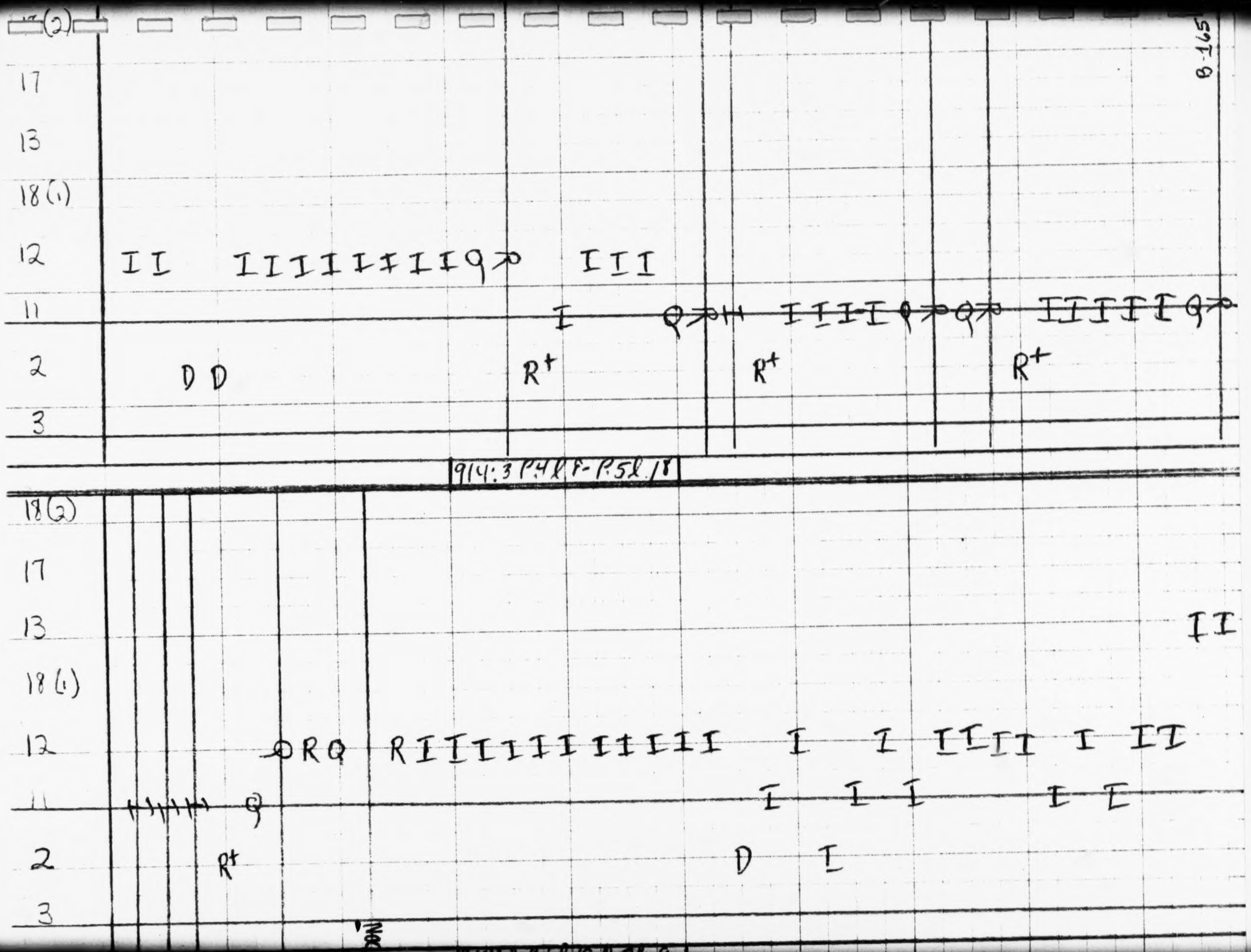
B-163



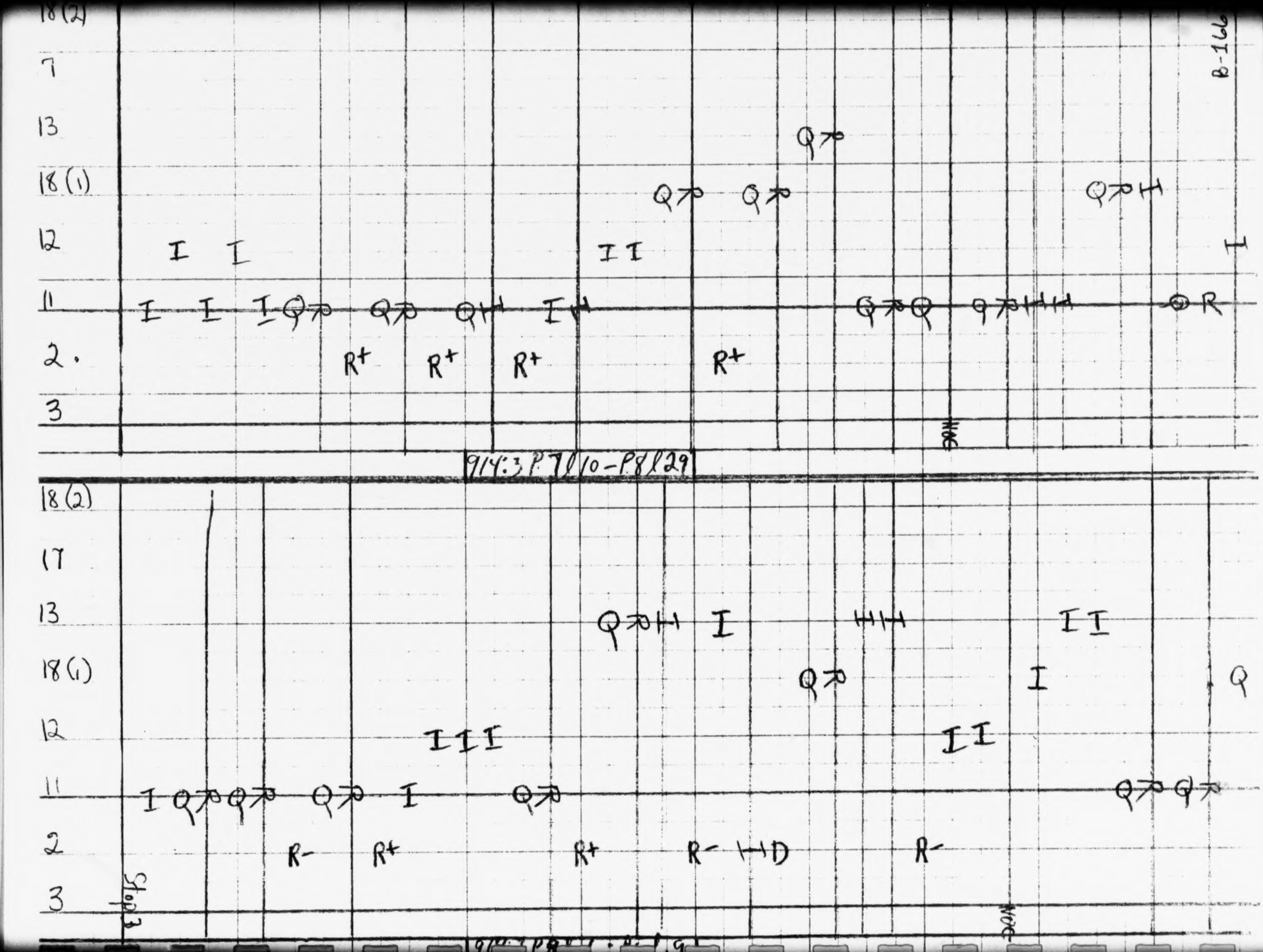
9/4:3P. 12/-P.22.18

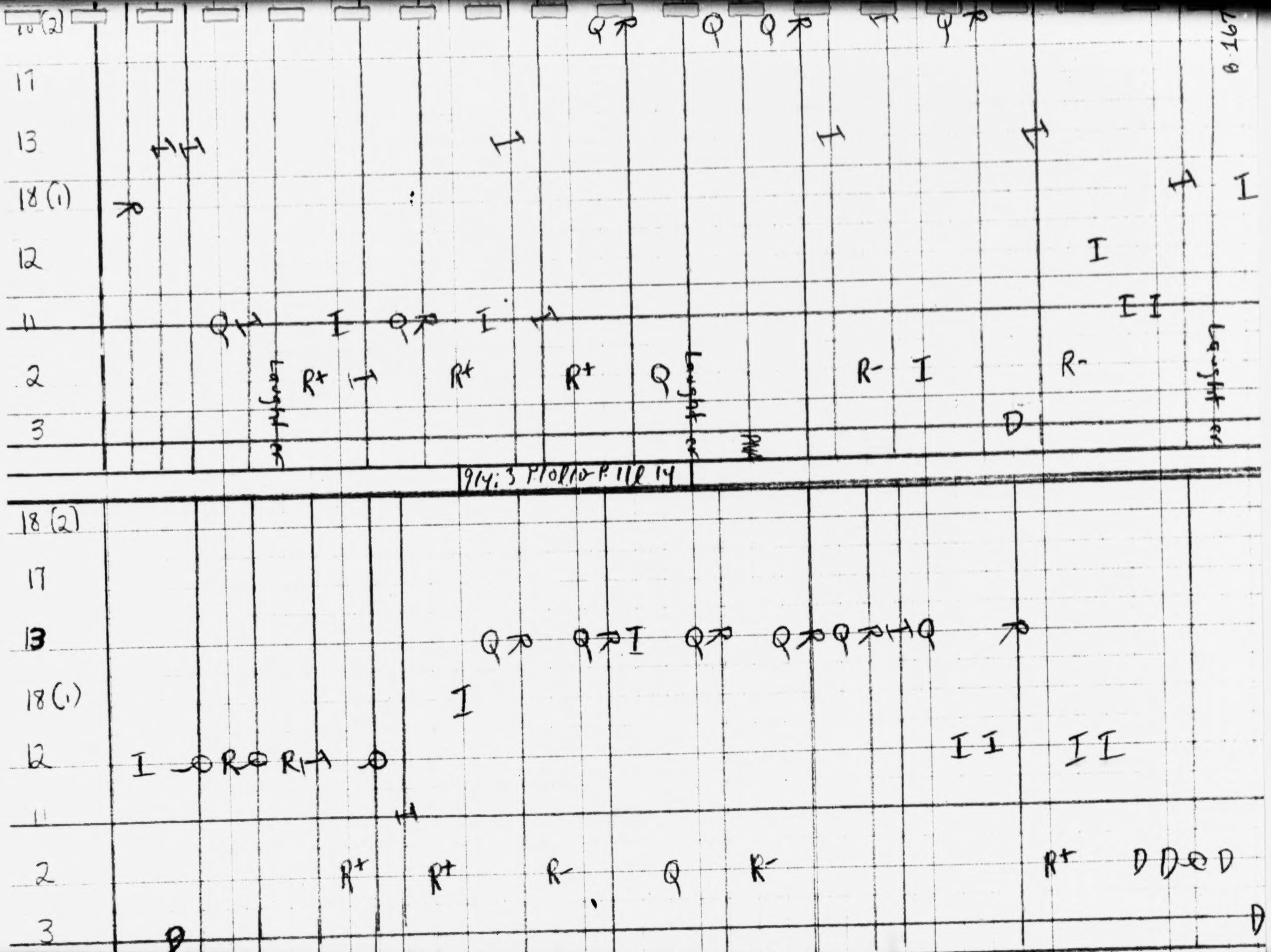
B-164

B-165


II IIIIIIIQ III
I Q IIIIQQ IIIIIQ
DD R+ R+ R+
914:3 P.4 l F- P.5 l. 18
II
QRQ RIIIIIIIIIIII I I IIII I II
Q I I I I I
R+ D I

B-166


18(2)
7
13
18(1)
12
11
2.
3
I I
I I I-Q↗ Q↗ Q⊣ I⊣
R+ R+ R+ R+
II
Q↗ Q↗
Q↗
Q↗⊣
Q↗Q Q↗⊣⊣
⊙R
I
914:3 P7 l10 - P8 l29
18(2)
17
13
18(1)
12
11
2
3
Stop 3
I Q↗ Q↗ Q↗ I Q↗
R- R+ R+ R- ⊣D R-
III
Q↗⊣ I ⊣⊣
Q↗
II
I
II
Q
Q↗ Q↗


18(2)
17
13
18(1)
12
11
2
3
R
I I
Q I
I
Q R
I
I
Laughter
R+ I
R+
R+
Q
Laughter
Q R
Q
Q R
I
R- I
Q R
I
D
R-
I
I I
I
I
Laughter
9/4: 3 P/o/l/o P. 11/l 14
18 (2)
17
13
18(1)
12
11
2
3
I R R I
I
Q R Q R I Q R Q R Q R I Q
R
I I
I I
R+ R+ R- Q R-
R+ D D D
D
D

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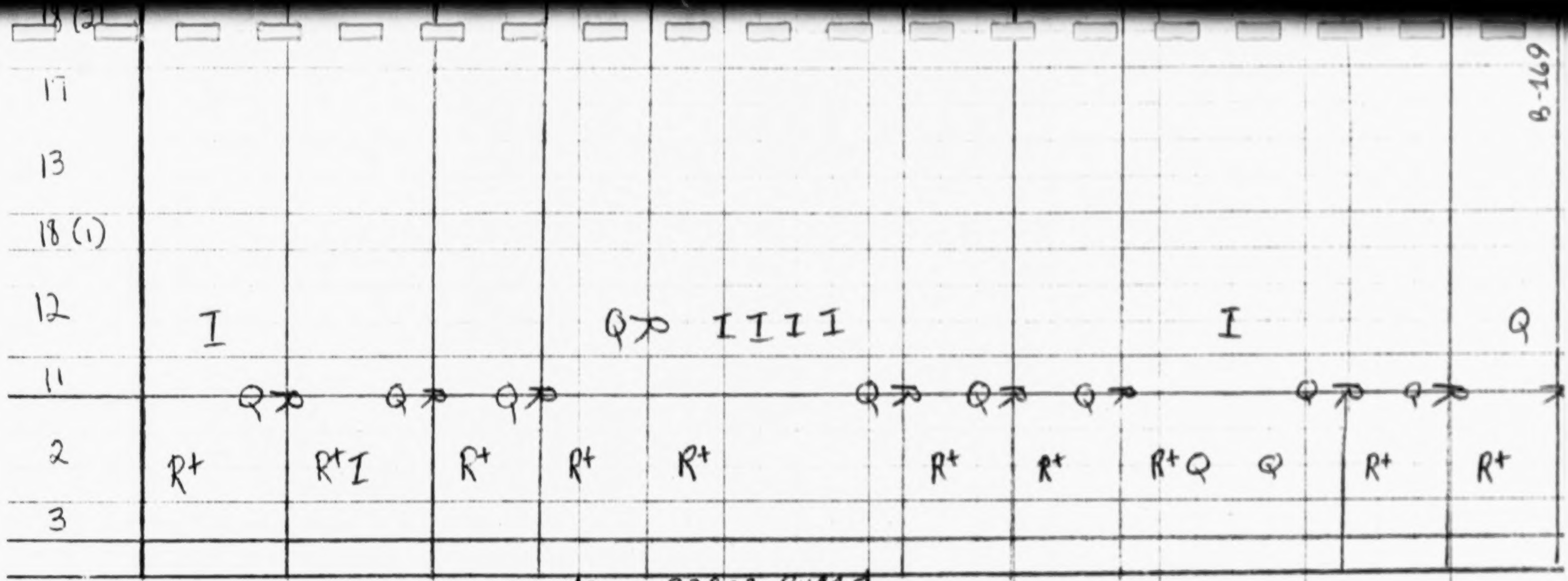
18(2)
17
13
18(1)
12 I Q
11 Q→ Q→ I Q→ Q
2 D Q⊖DD ⊖⊖DD DDD⊖⊖D ⊖DD R^+ R^+
3 R I I R D⊖D PNA

Class check

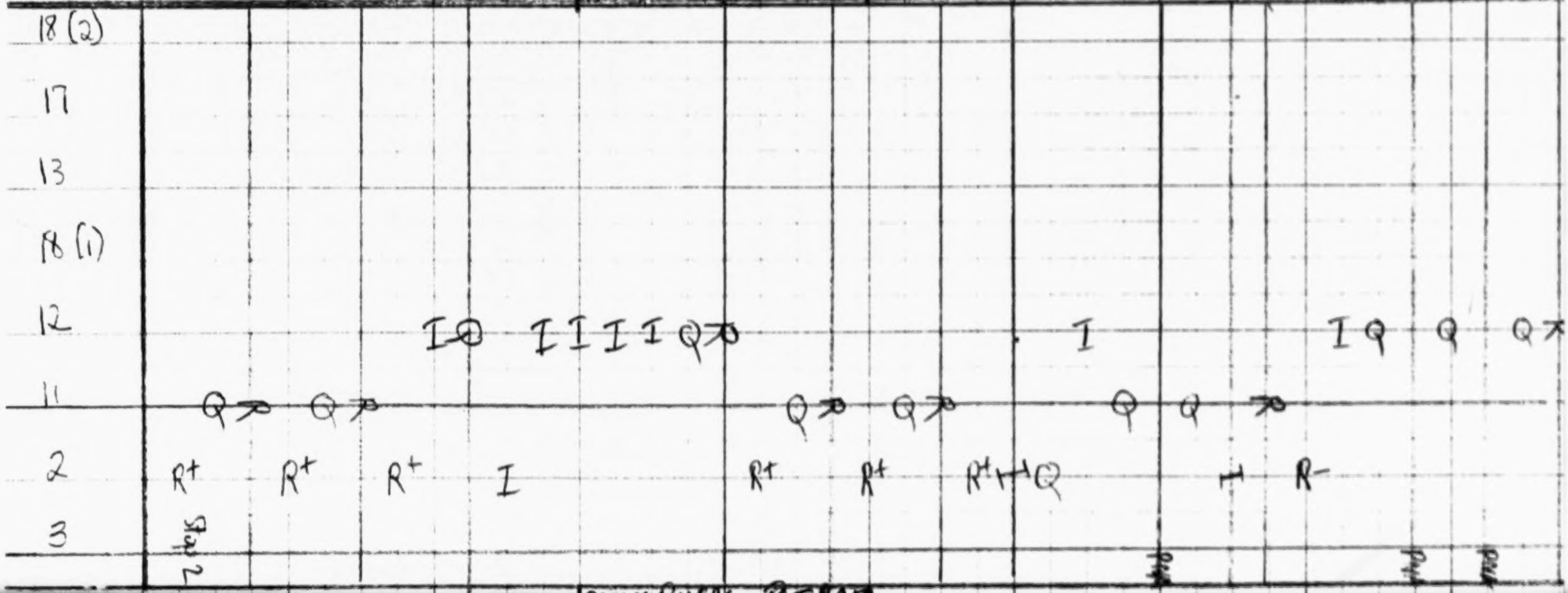
914:9 P.1 l.1-P.2 l.14

18(2)
17
13
18(1)
12 Q→ I I⊢ IIII I
11 Q→ Q–⊢ Q→ Q→ Q→ Q→ Q Q→
2 R^+ R^+ R^+ R^+ Q⊖R^- R^+ R^+ R^+⊖D
3 PNA PNA

B-169



914.4 P3823-P4/25

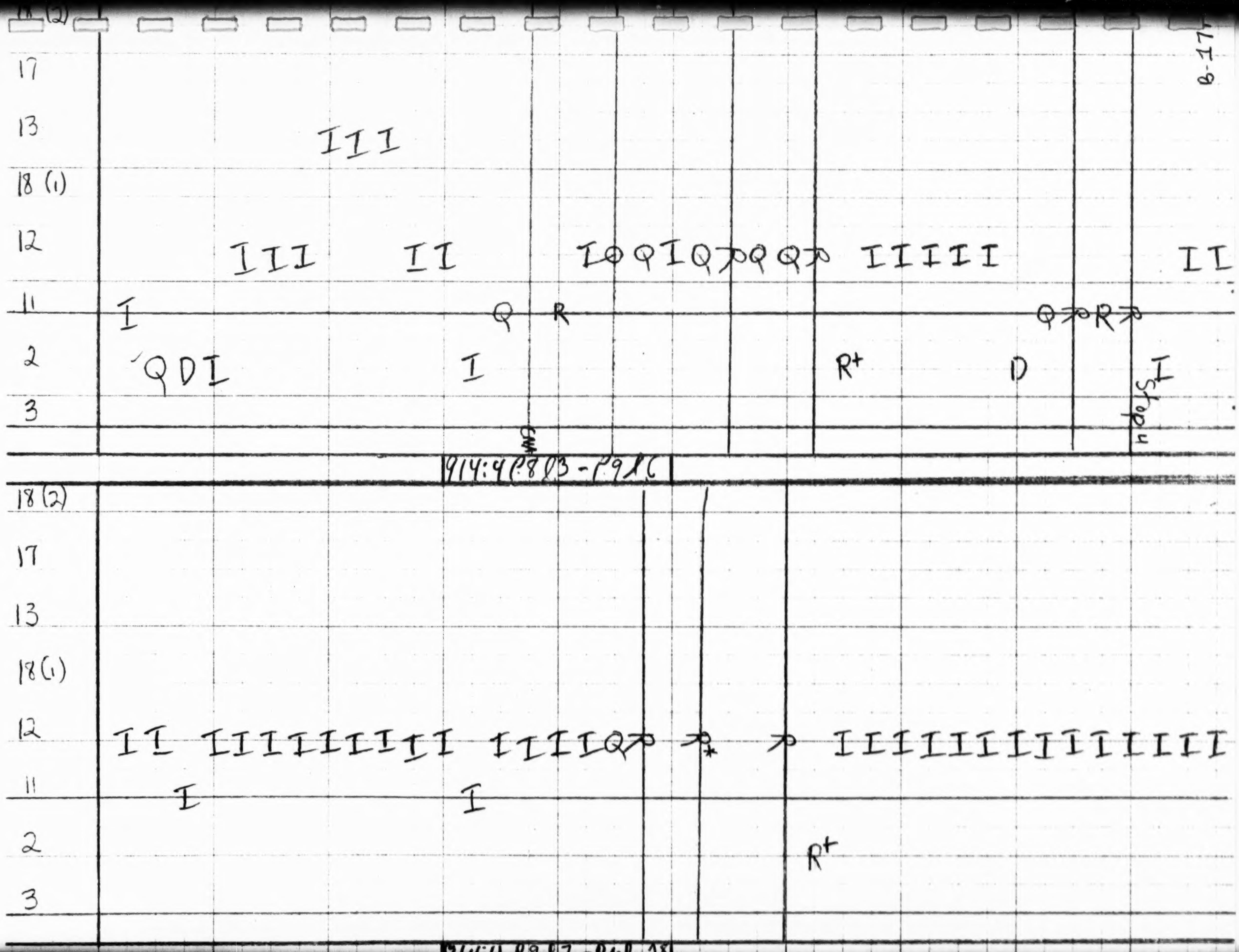


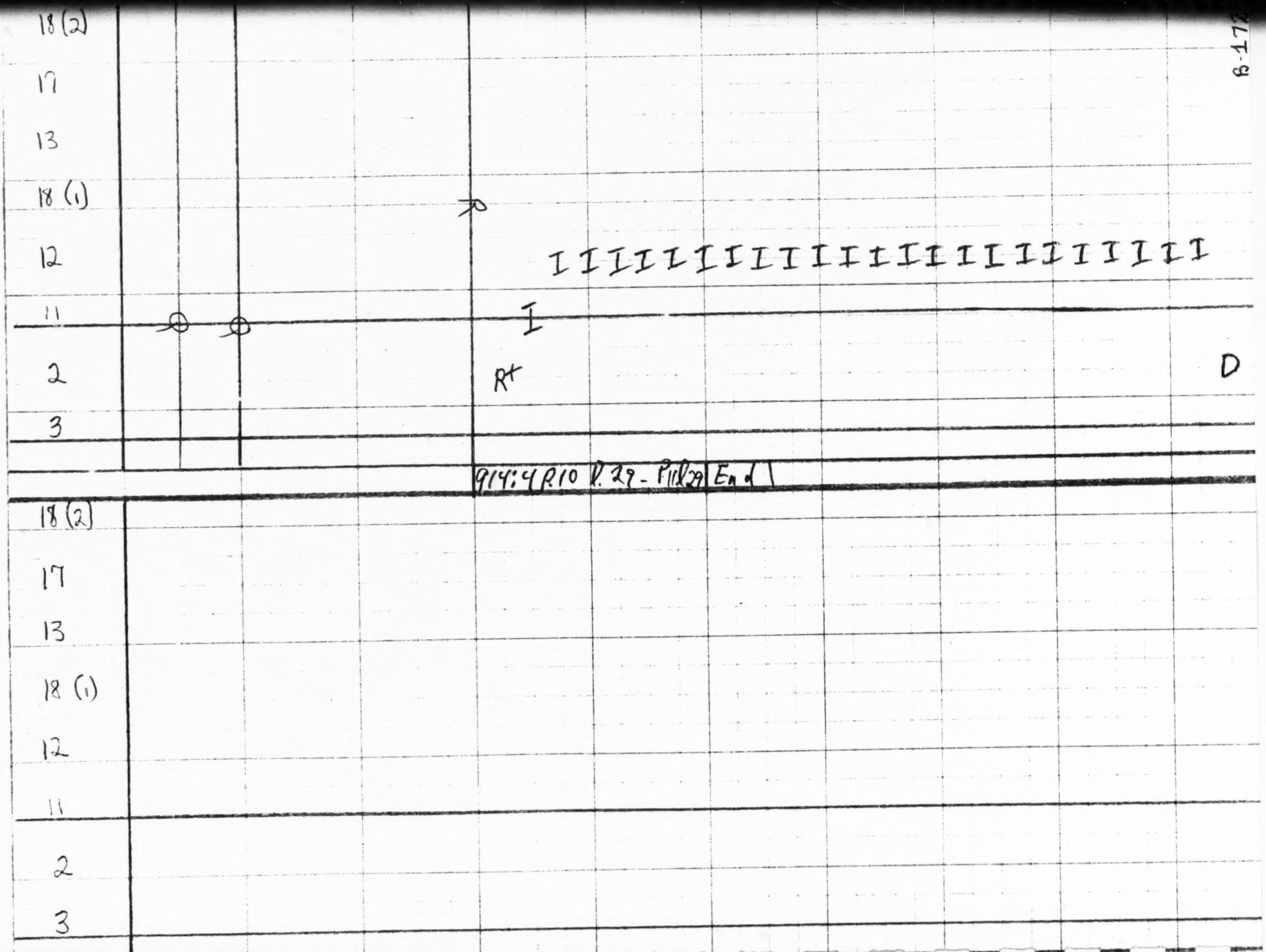
A-170

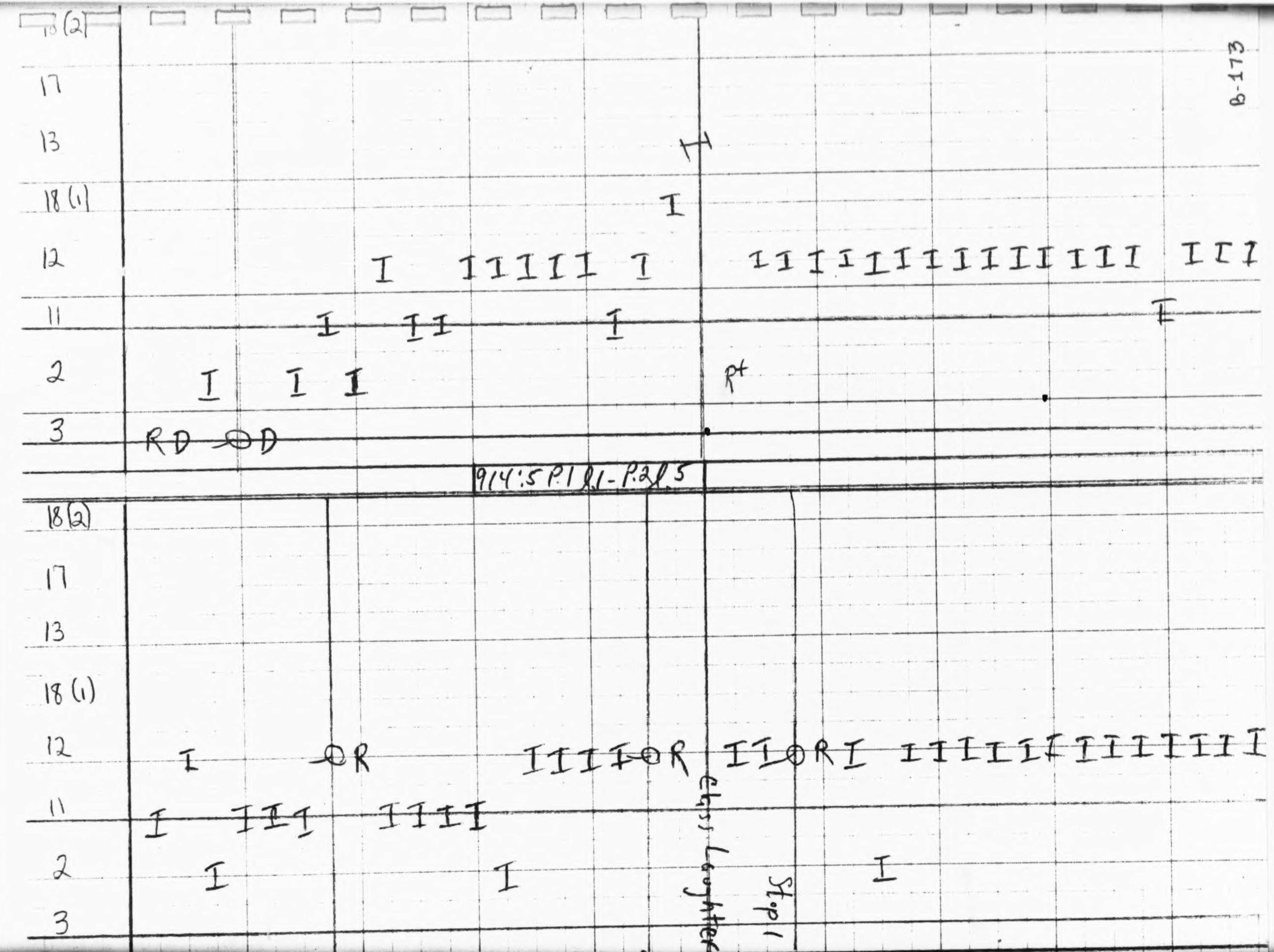
17
13
18 (1)
12 Q↗ I I Q R I Q↗ Q↗ I I I Q↗
11 Q↗ Q Class laughter Q↗ Q↗ Q Q↗ Class laughter
2 R+ R+ D⊖R+ R+ R+ R+ R+
3 R−

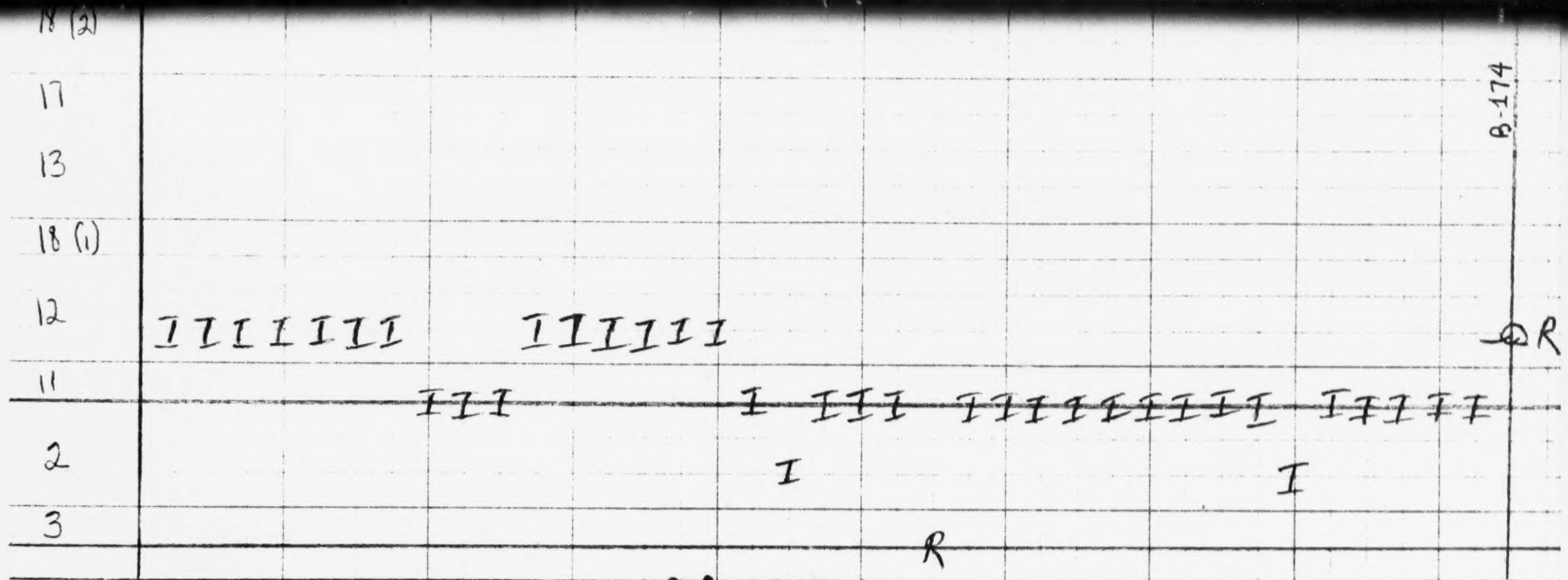
914; 4 P. 5 l. 21 - P. 6 l. 31

18 (2)
17
13
18 (1)
12 Q↗ I R Q↗ Q↗ Q↗ I I I I Q Q Q↗ Q↗
11 I I Q I Q↗
2 R+ R+ R+ R+ I R+ R+ R−
3 R− R−+I I

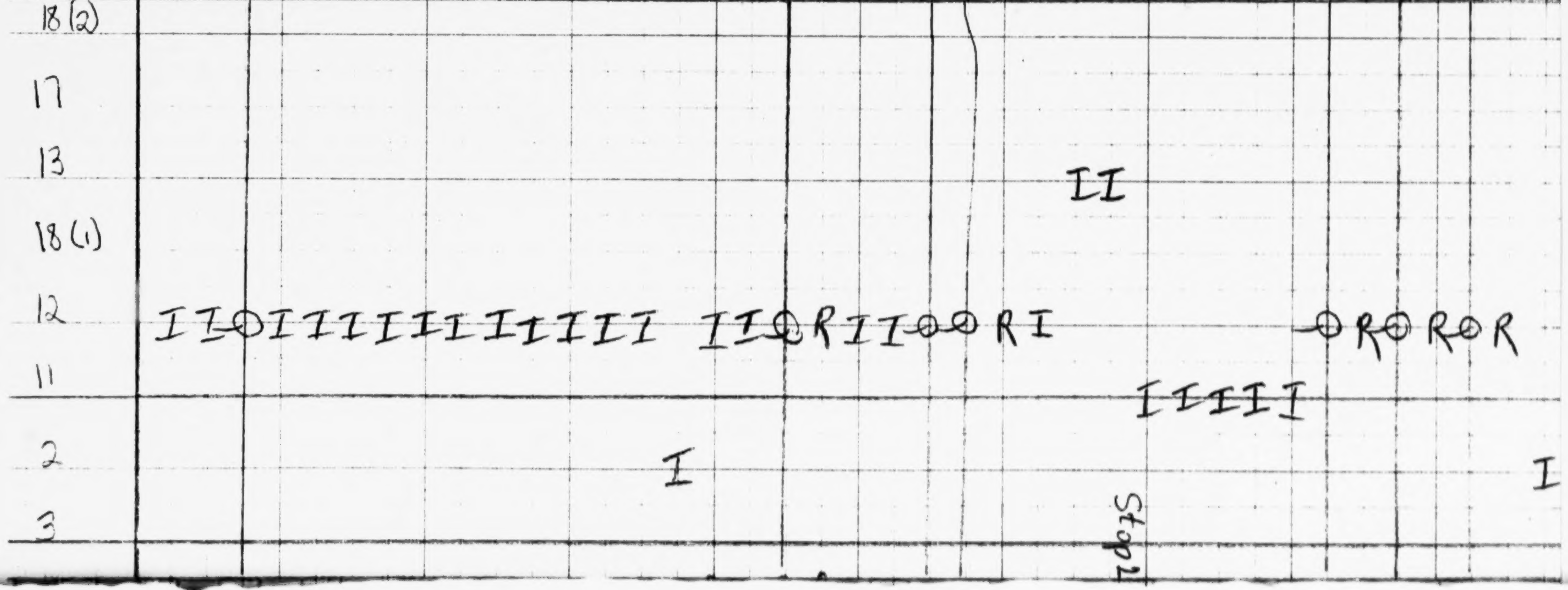

18 (2)
17
13
III
18 (1)
12
III II IQQIQ↗QQ↗ IIIII II
11
I Q R Q↗R↗
2
QDI I R+ D I
3
Stop
GW
914:4 P8 B3 - P9 A C
18 (2)
17
13
18 (1)
12
II IIIIIIIII IIIIQ↗ ↗* ↗ IIIIIIIIIIIIIII
11
I I
2
R+
3

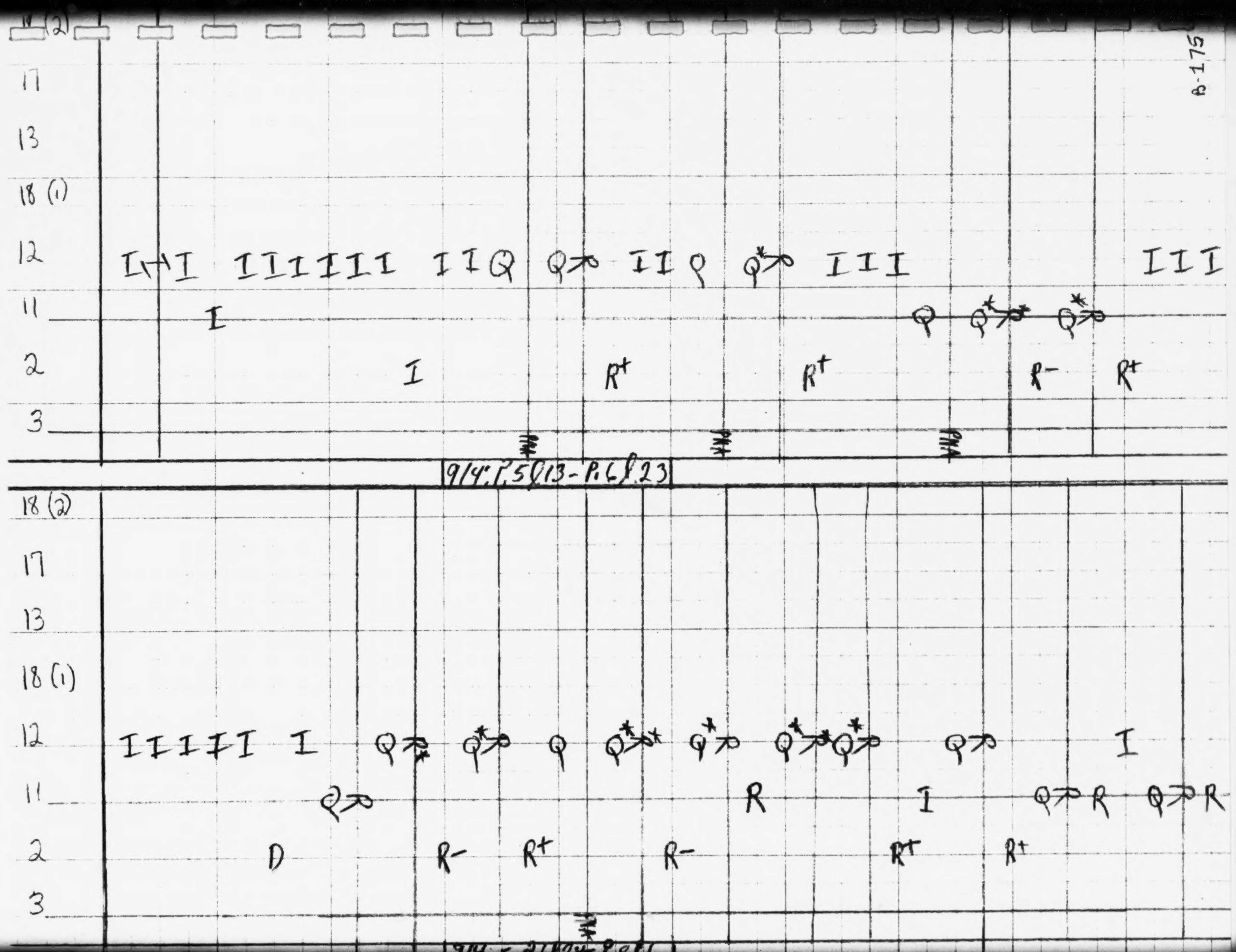

18 (2)
17
13
18 (1)
12
11
2
3
I I I I I I I I I I I I I I I I I I I I I I
I
Rt
D
9/4:4 R10 V.29 - P11V29 End
18 (2)
17
13
18 (1)
12
11
2
3

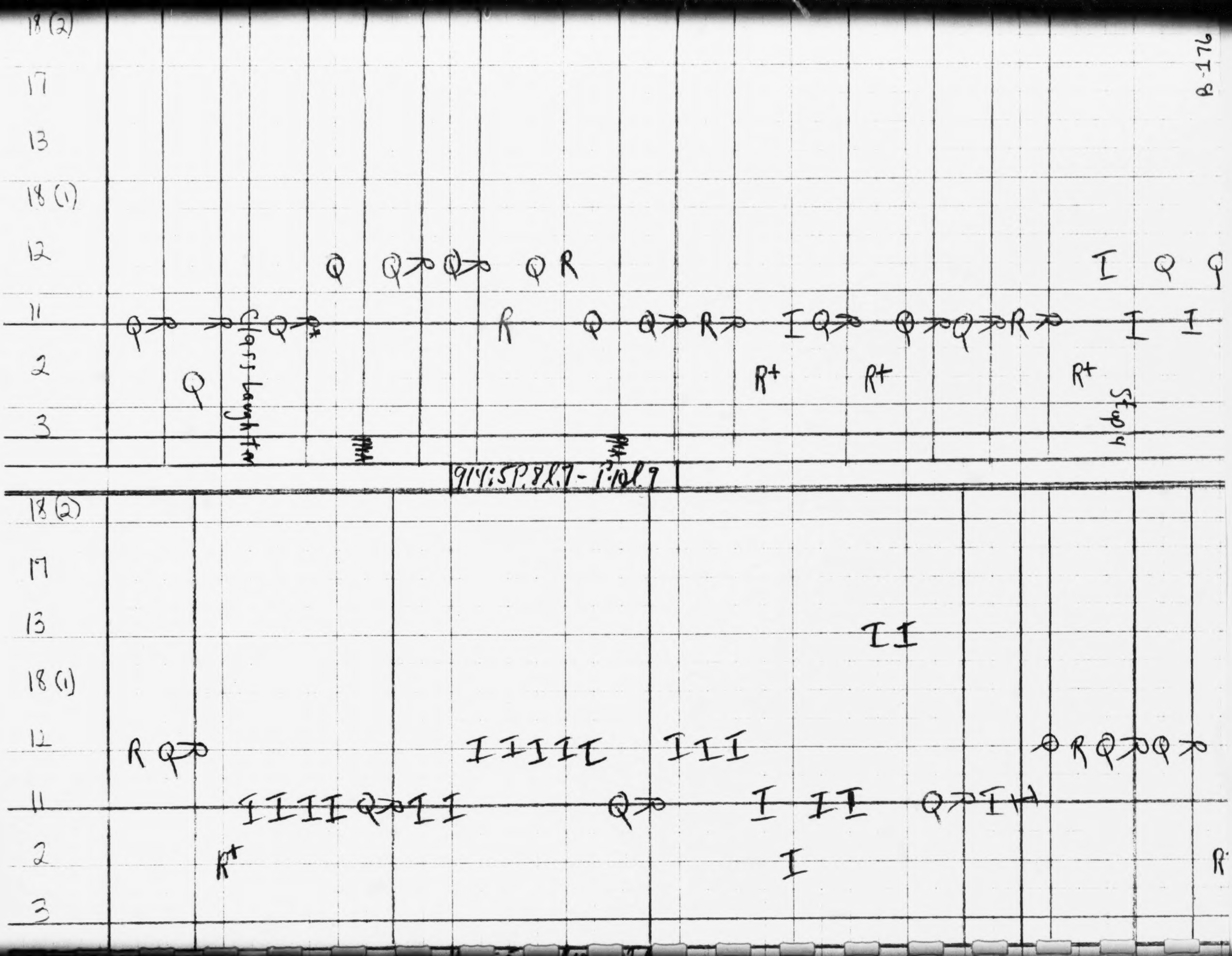

18(2)
17
13
18(1)
12
11
2
3
RD OD
Pt
9/4:5 P.1 l.1-P.2 l.5
18(2)
17
13
18(1)
12
11
2
3
OR
OR
ORI
Class laughter
Stop!

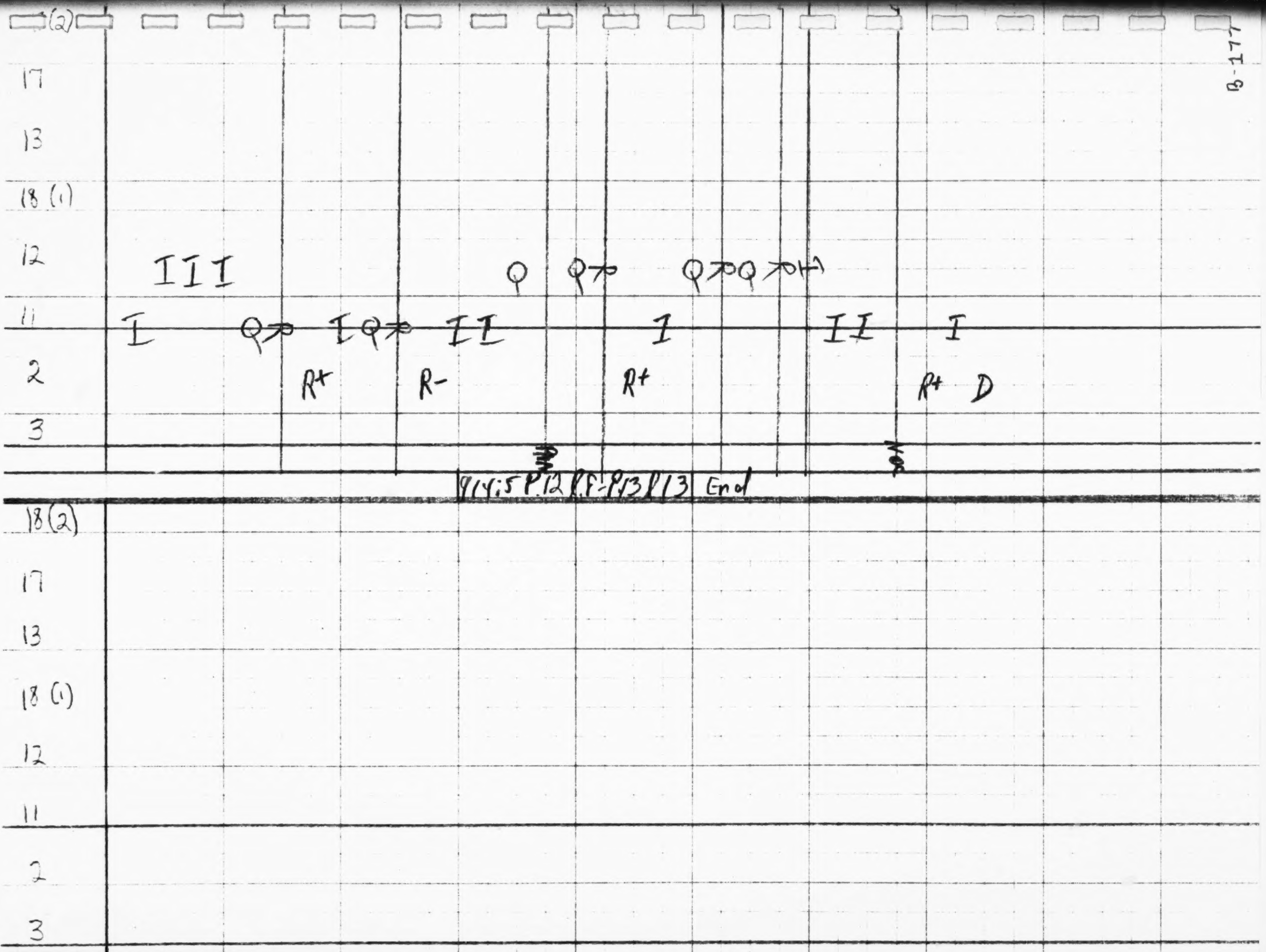


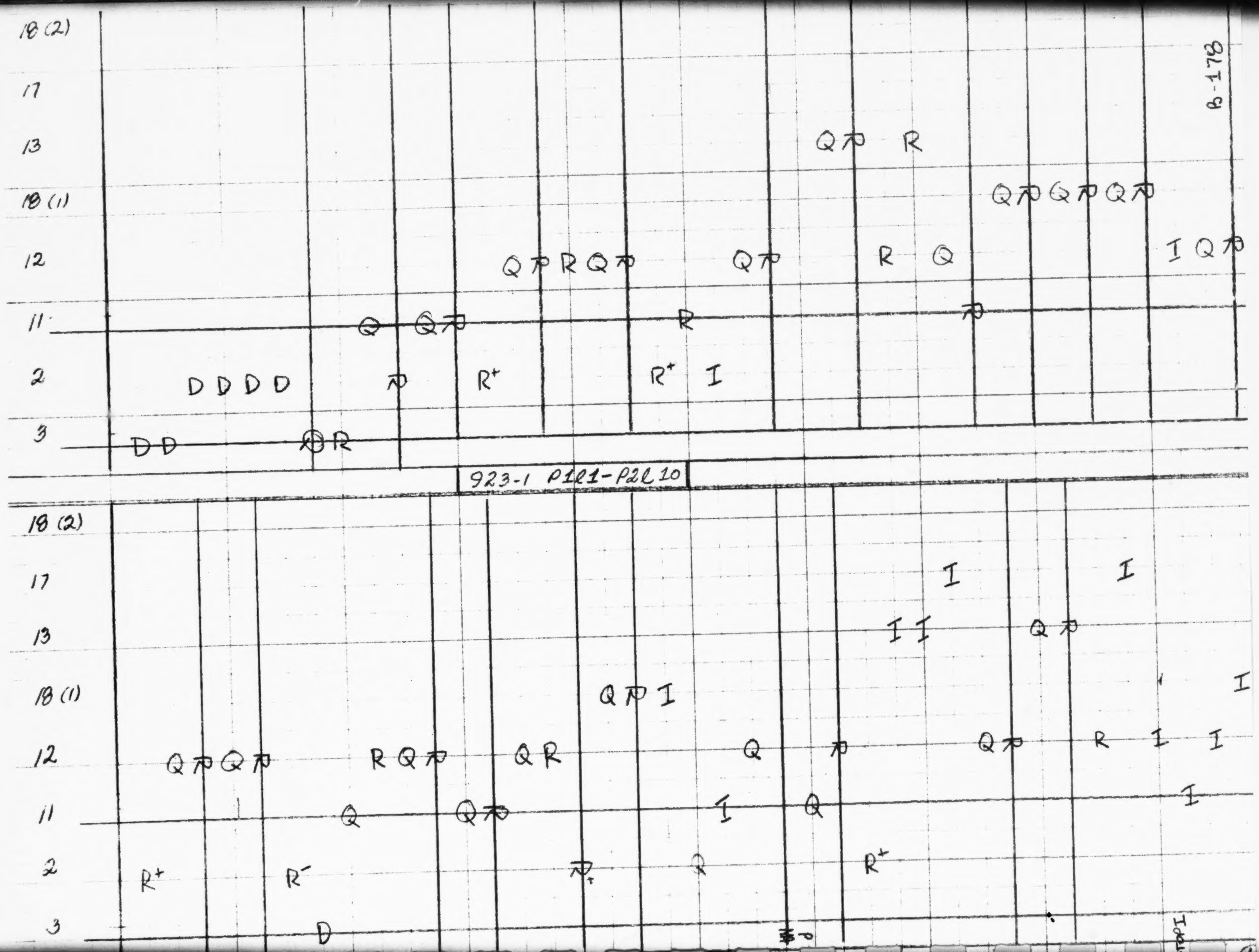
914:5 P.3 1/8 – P.4 1/2




18 (2)
18 (1)
9/4: P.5 ℓ.13 - P.6 ℓ.23
18 (2)
18 (1)


18 (2)
17
13
18 (1)
12
11
2
3
Class laughter
Step 4
R+
914:5P.8L.7 - 1:10l.9
18 (2)
17
13
18 (1)
12
11
2
3
R+


(2)
17
13
18 (1)
12
11
2
3
III
I
Q↗
R+
IQ↗
R-
II
Q
Q↗
I
R+
Q↗Q↗H
II
I
R+
D
914;5 P.12 P.F-P13 P13
End
18(2)
17
13
18 (1)
12
11
2
3

18 (2)
17
13 Q R̄ R
18 (1) Q R̄ Q R̄ Q R̄
12 Q R̄ R Q R̄ Q R̄ R Q I Q R̄
11 Q Q R̄ R R̄
2 D D D D R̄ R⁺ R⁺ I
3 D D Q R
923-1 P1ℓ1-P2ℓ10
18 (2)
17 I I
13 I I Q R̄
18 (1) Q R̄ I I
12 Q R̄ Q R̄ R Q R̄ Q R Q R̄ Q R̄ R I I
11 Q Q R̄ I Q I
2 R⁺ R⁻ R̄₊ Q R⁺
3 D

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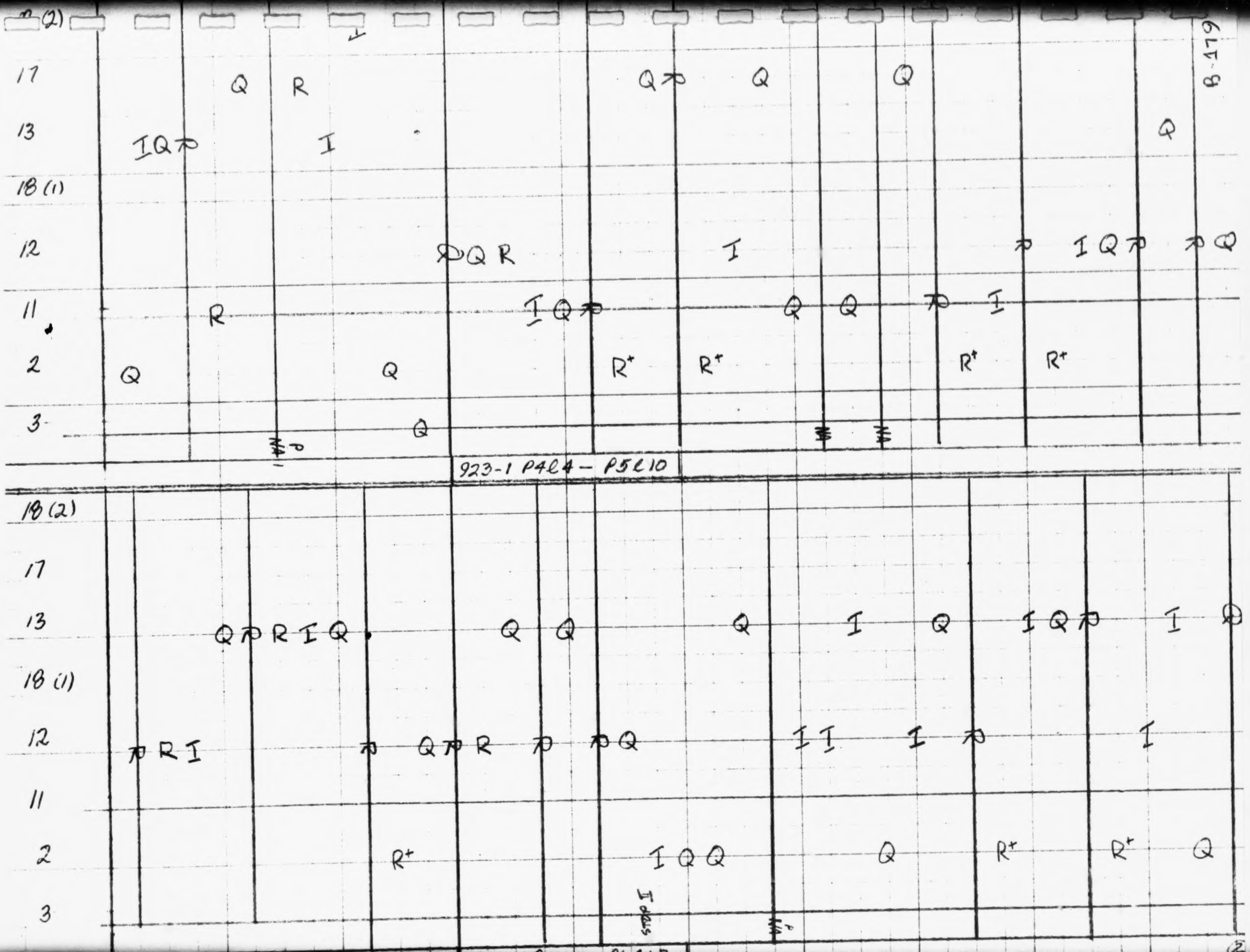
18(2)
17
13
18(1)
12
11
2
3
Q
R
I
R+
STOP II

923-1 P4ℓ4 – P5ℓ10

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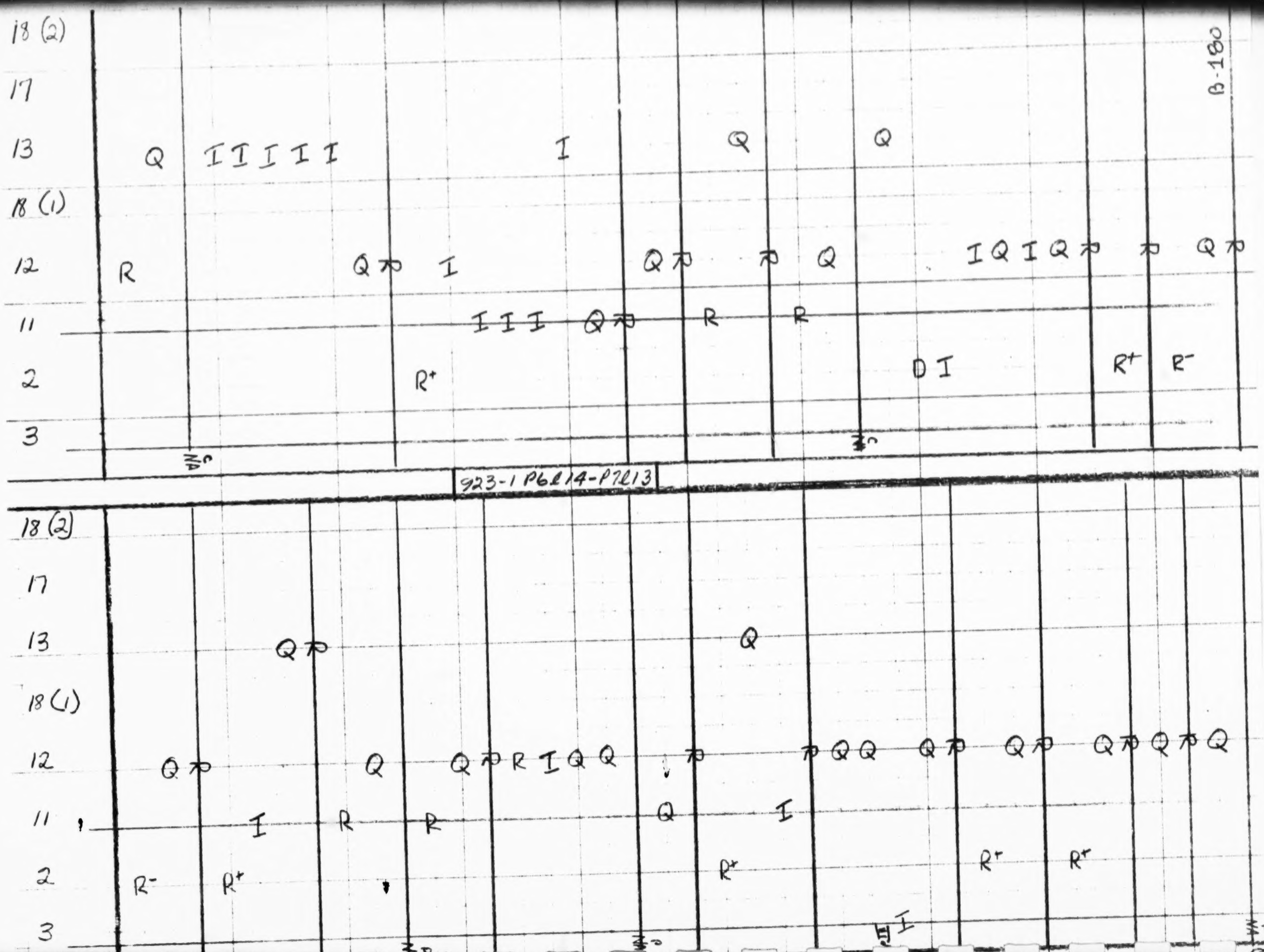
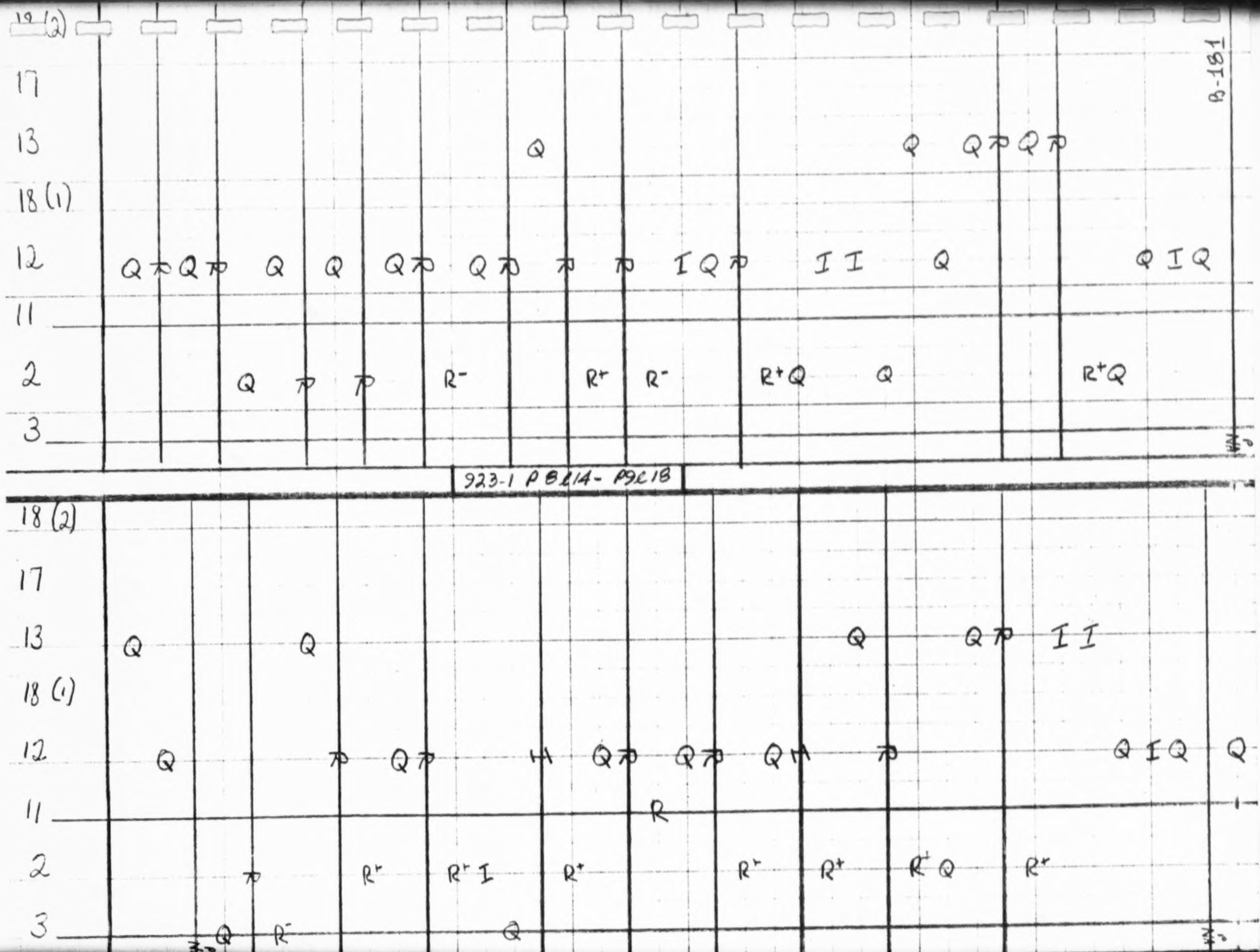
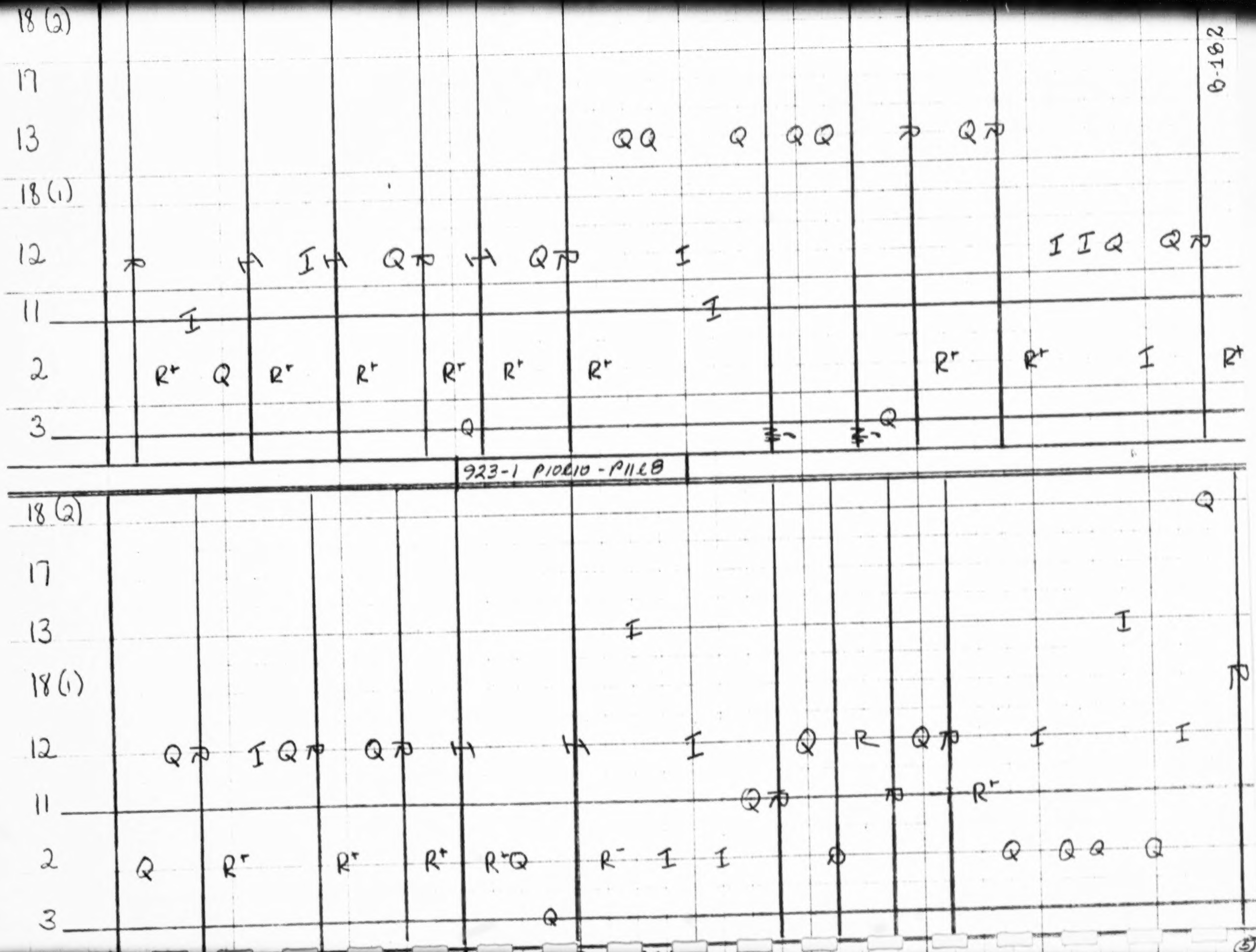
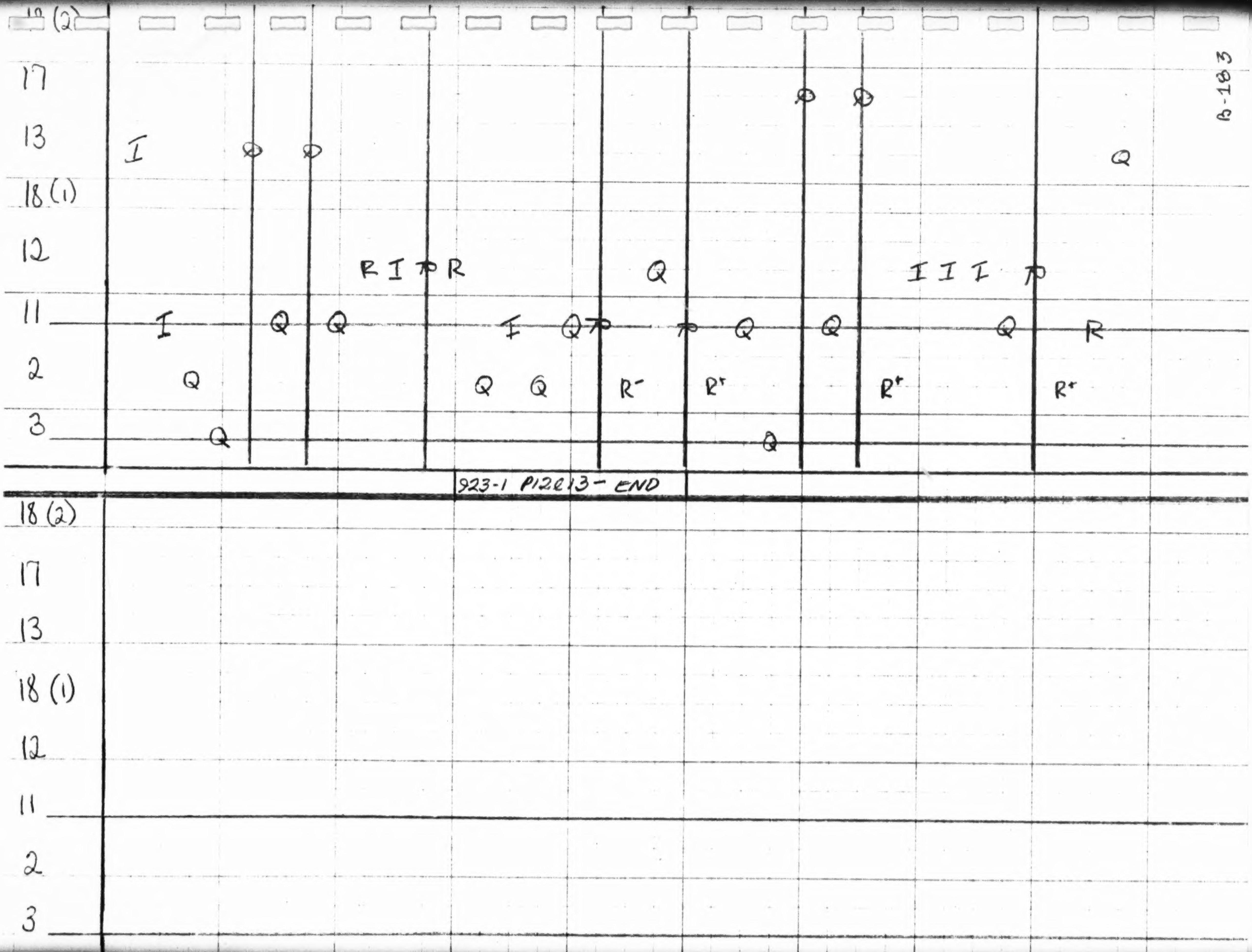
923-1 P6l14-P7l13

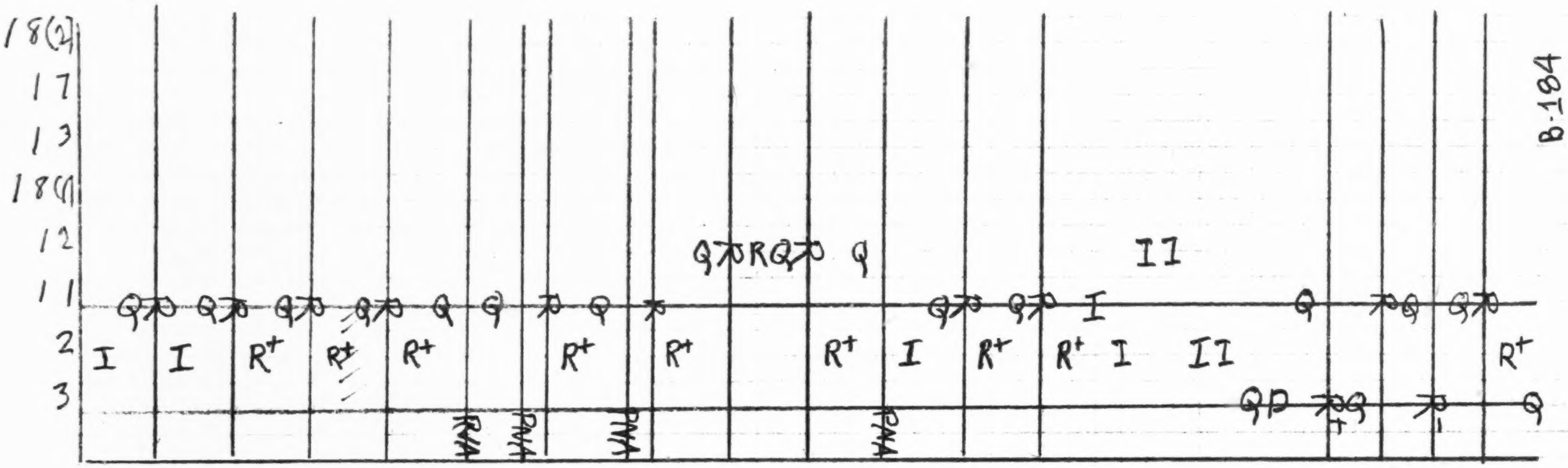




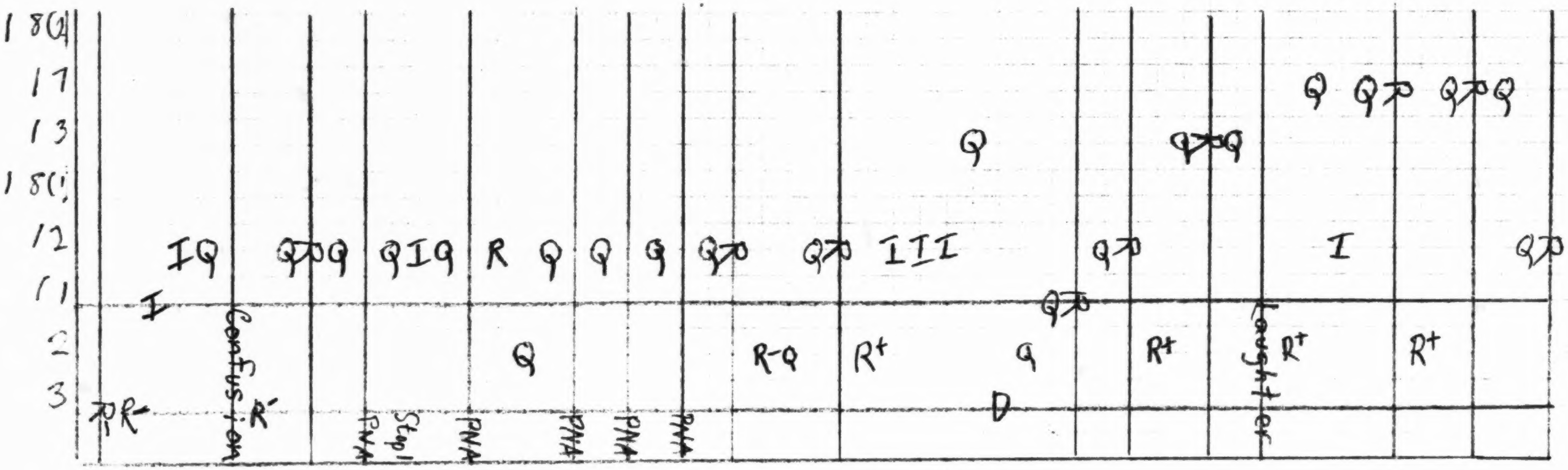
B-181


923-1 P10210-P1128
18 (2)
17
13
18 (1)
12
11
2
3
QQ Q QQ Q QR
R H IH QR H QR I IIQ QR
I I
R+ Q R+ R+ R+ R+ R+ R+ R+ I R+
Q Q
18 (2)
17
13
18 (1)
12
11
2
3
Q
I I
R
QR IQR QR H H I Q R QR I I
QR R R+
Q R+ R+ R+ R+Q R- I I Q Q QQ Q
Q

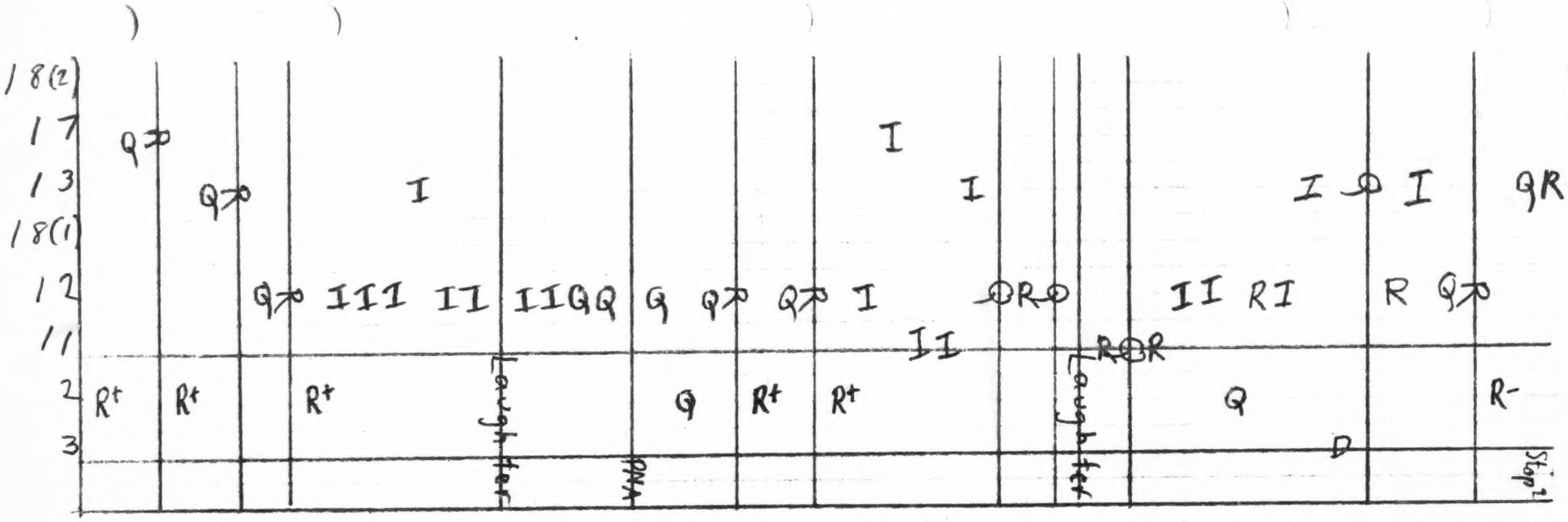

18 (2)
17
13
18 (1)
12
11
2
3
I
I
Q
Q
Q
Q
Q
Q
R I R
Q
Q
I
Q
Q
R⁻
R⁺
Q
Q
Q
R⁺
Q
Q
I I I
Q
R⁺
R
Q
923-1 P12C13- END
18 (2)
17
13
18 (1)
12
11
2
3



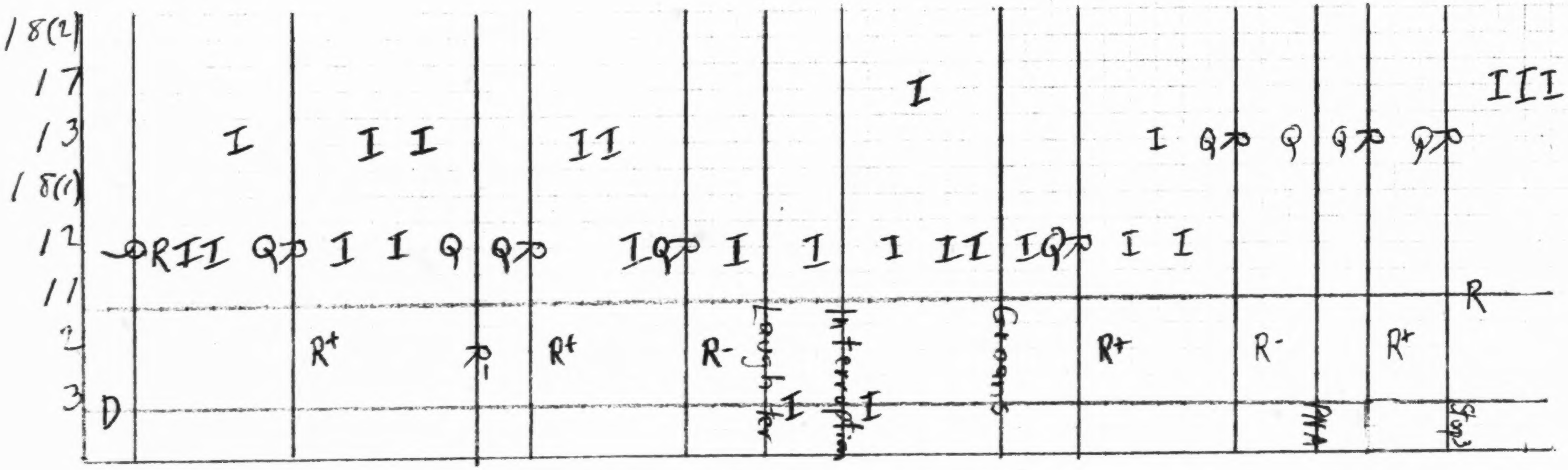
923:2 (P.1 l.1 – P.3 l.7)



923:2 (P.3 l.8 – P.5 l.1)


18(2)
17
13
18(1)
12
11
2
3
Q→ Q→ I I I QR
I I I I
Q→ III II IIGQ Q Q→ Q→ I ○R○ II RI R Q→
II R○R
R+ R+ R+ Q R+ R+ Q R-
D
Laughter
PNA
Laughter
Stop 1

923:2 (P. 5 l.8 - P.7 l.9)


18(2)
17
13
18(1)
12
11
2
3
I III
I I I II I Q→ Q Q→ Q→
○RII Q→ I I Q Q→ IQ→ I I I II IQ→ I I
R
R+ R+ R+ R- R+ R- R+
D I I
Laughter
Interruption
Groans
PNA
Stop 2

923:2 (P.7 l.10 - P.10 l.4)

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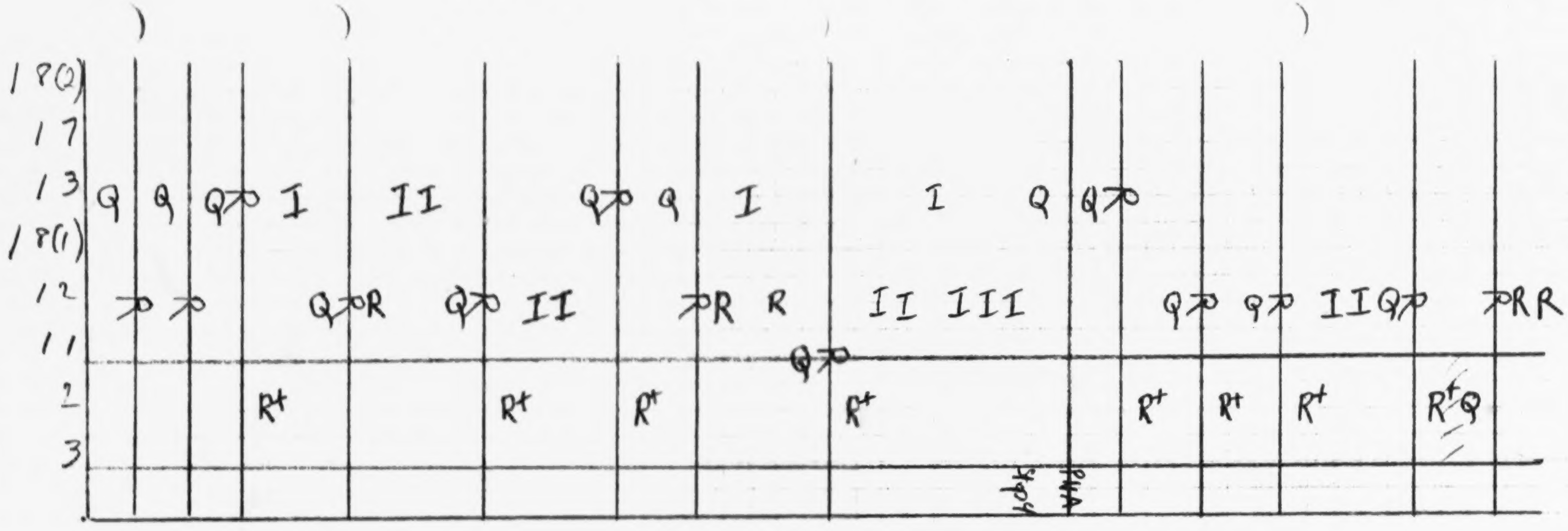
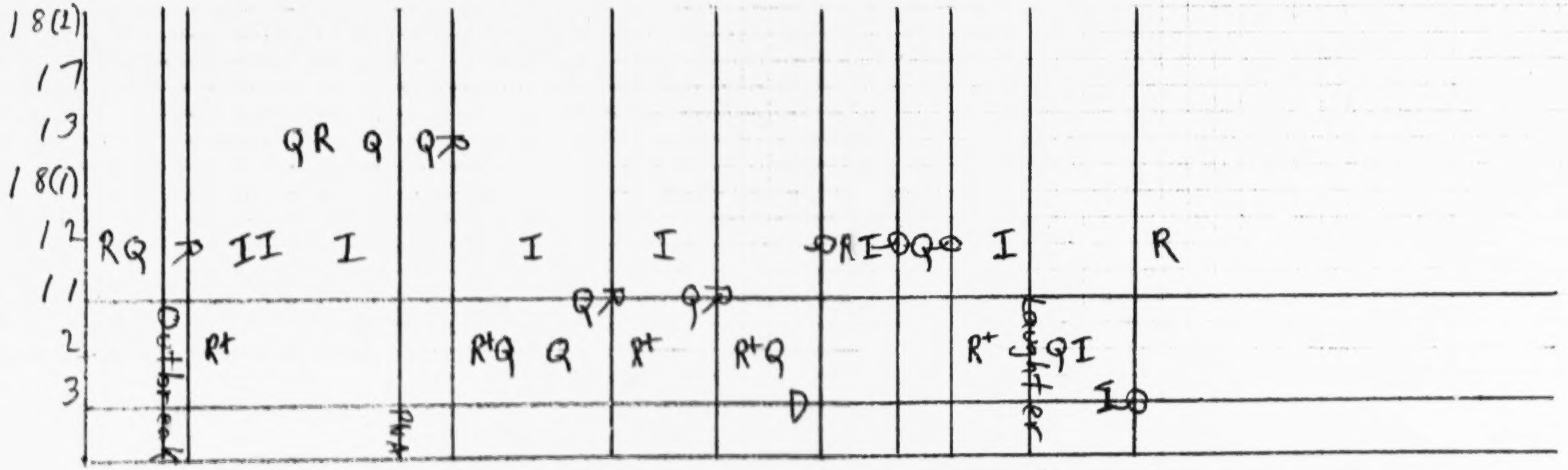
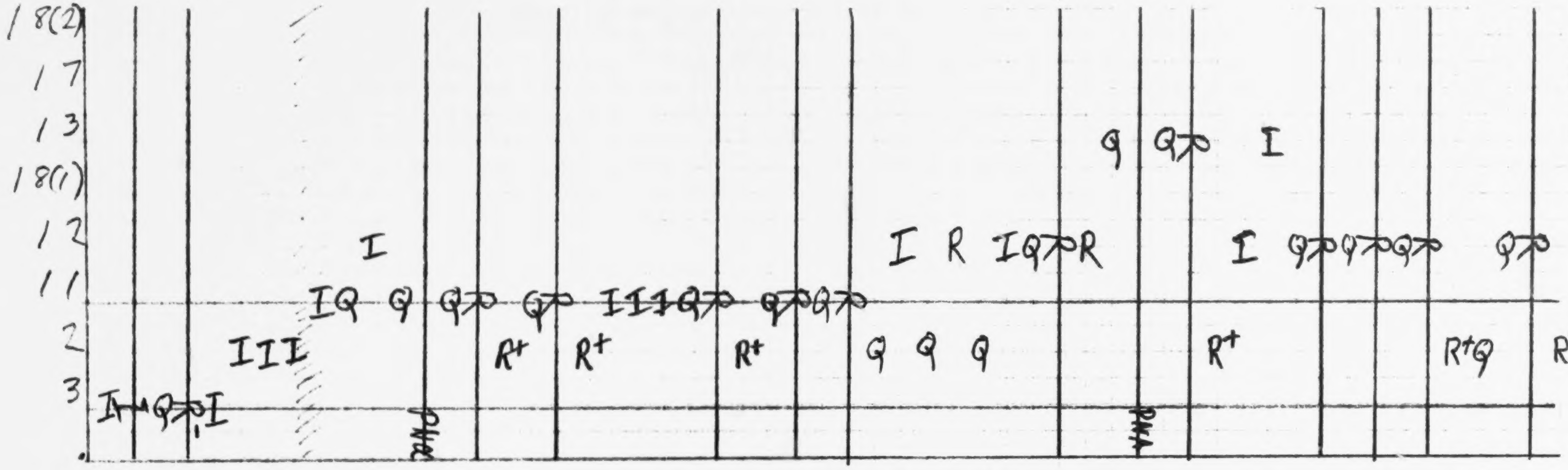

18(2)
17
13
18(1)
12
11
2
3
Q Q Q↗ I II Q↗ Q I I Q Q↗
↗ ↗ Q↗R Q↗ II ↗R R II III Q↗ Q↗ IIQ↗ ↗RR
Q↗
R+ R+ R+ R+ R+ R+ R+ R+Q

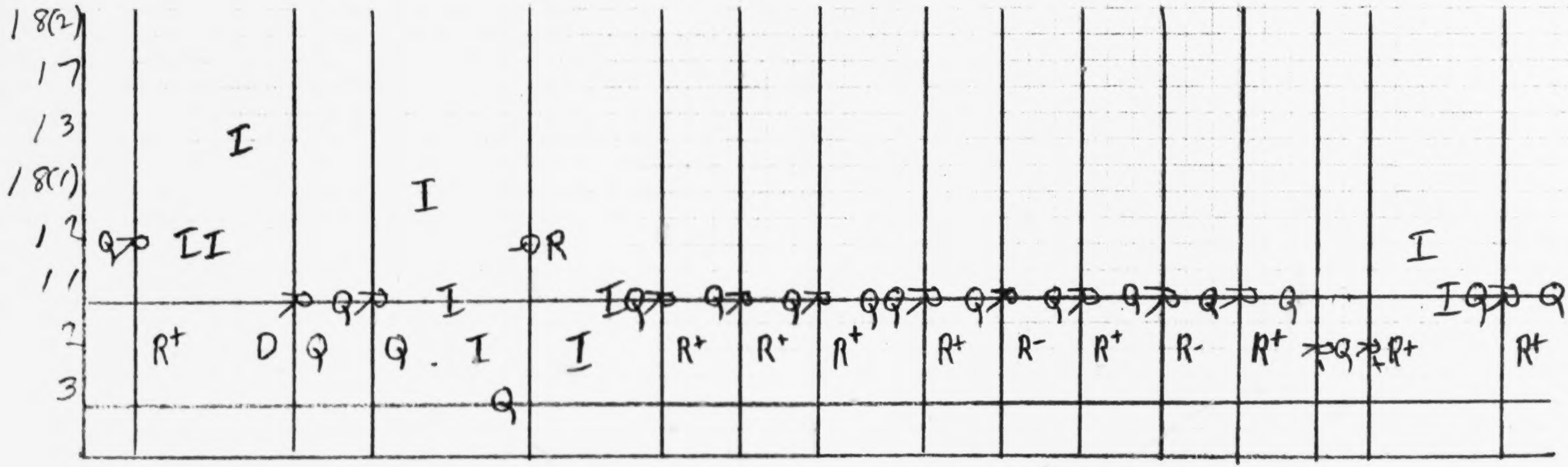
923:2 (P.10 l 5 - P.12 l.22)


18(2)
17
13
18(1)
12
11
2
3
QR Q Q↗
RQ ↗ II I I I RI Q I R
Q↗ Q↗
Outbreak
R+ R+Q Q R+ R+Q R+ QI
D I
Laughter

923:2 (P.12 l.23 - P.15 l.1 - end)


18(2)
17
13
18(1)
12
11
2
3
I
IQ Q Q Q III Q Q Q
III
I Q I
R+ R+ R+
Q Q Q
I R IQ R
Q Q I
I Q Q Q Q
R+
R+Q
R+

923:3 (P.1 l.1-P.2 l.30)


18(2)
17
13
18(1)
12
11
2
3
I
I
Q II
R
I
R+ D Q Q . I I R+ R+ R+ R+ R- R+ R- R+ Q R+ R+
Q
IQ Q Q QQ Q Q Q Q Q
IQ Q

923:3(P.2 l.31-P.4 l.15)

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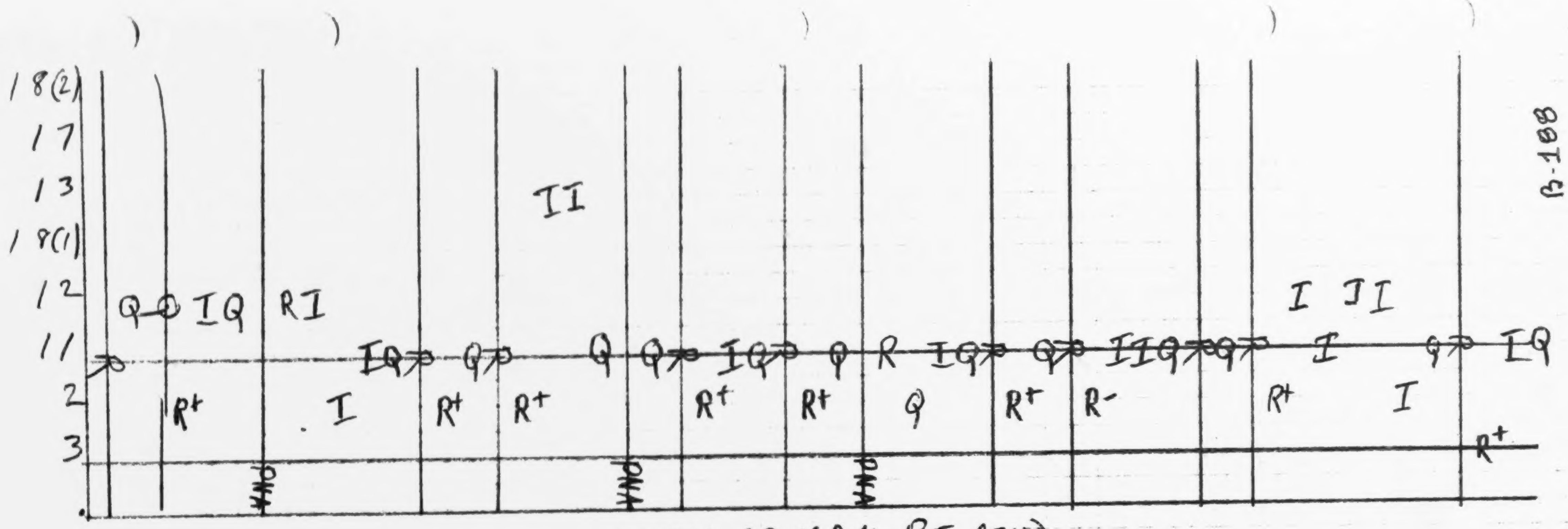
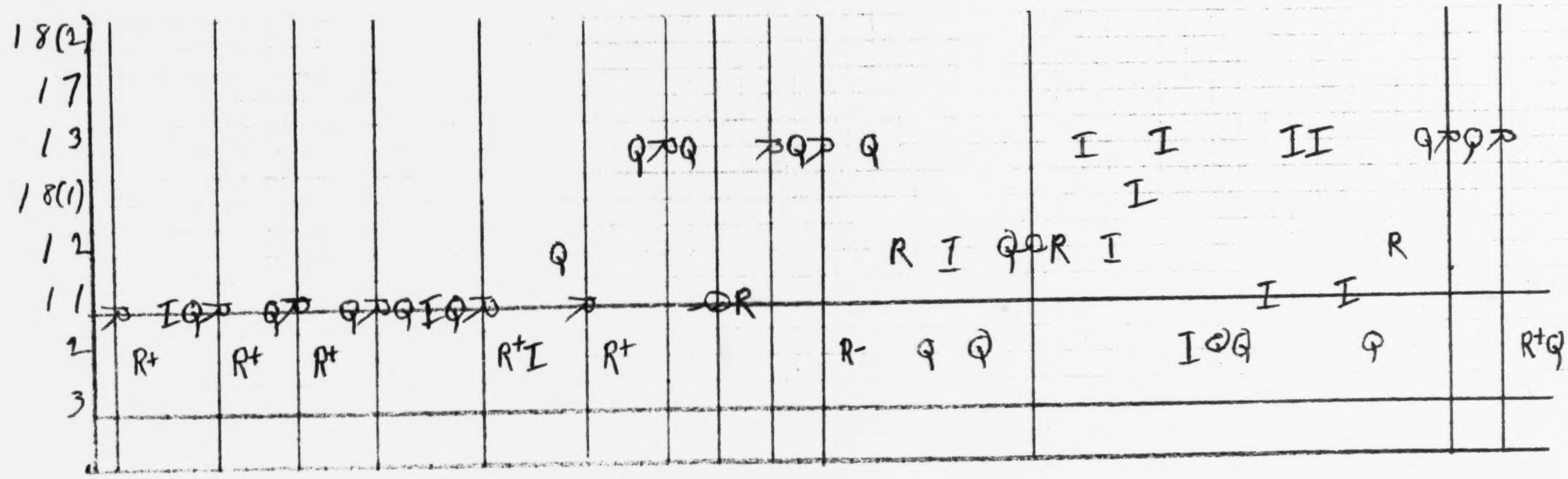
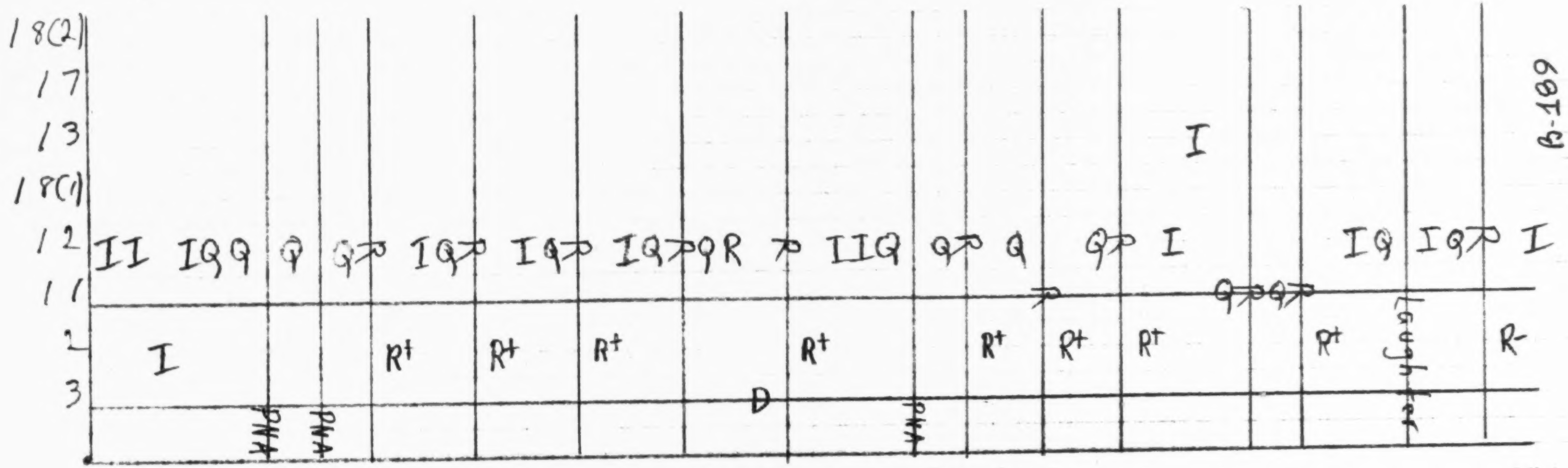

18(2)
17
13
18(1)
12
11
2
3
II
Q IQ RI
I II
IQ Q Q Q IQ Q R IQ Q IIQ Q I Q IQ
R+ I R+ R+ R+ R+ Q R+ R- R+ I
R+

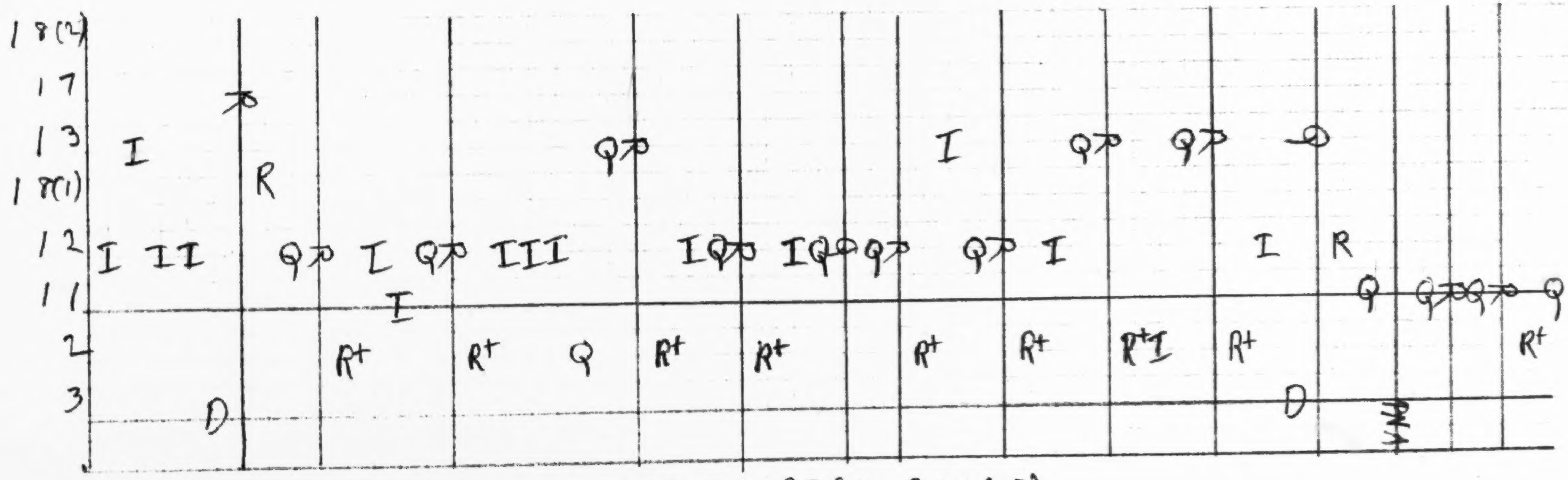
923:3 (P. 4 l.16-P.5 l.30)


18(2)
17
13
18(1)
12
11
2
3
Q Q Q Q I I II Q Q
I
Q R I Q R I R
IQ Q Q Q IQ R I I
R+ R+ R+ R+I R+ R- Q Q I Q Q R+Q

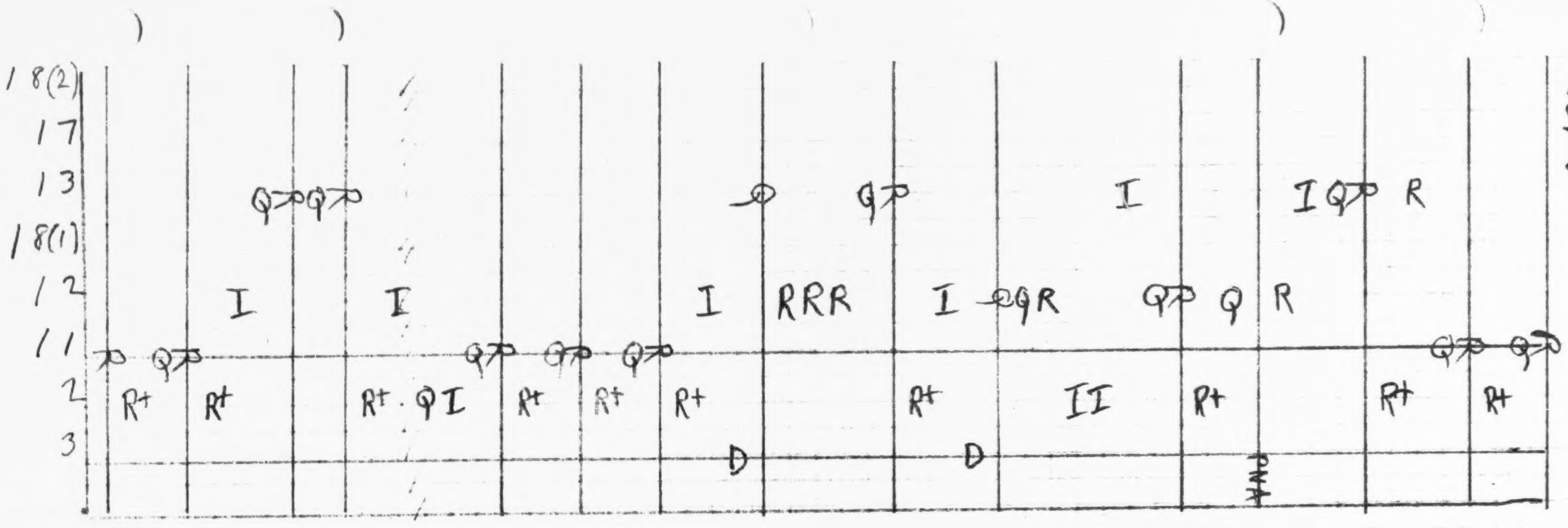
923:3 (P.5 l.31-P.7 l.19)


18(2)
17
13
18(1)
12
11
2
3
II IQQ Q Q IQ IQ IQ QR IIQ Q Q Q I IQ IQ I
I
I
R+ R+ R+ R+ R+ R+ R+ R+ R-
D
PNA
PNA
PNA
Laughter

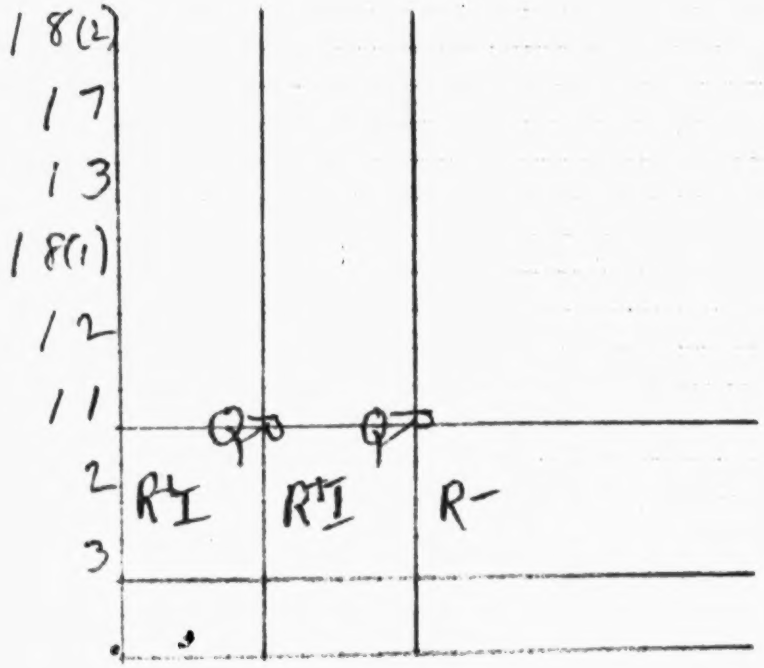
923:3 (P.7 l.20 – P.9 l.2)


18(2)
17
13
18(1)
12
11
2
3
I R Q I Q Q
I II Q I Q III IQ IQQ Q I I R
I
Q Q Q Q
R+ R+ Q R+ R+ R+ R+ R+I R+ R+
D
D
PNA

923:3 (P.9 l.3 – P.11 l.5)


18(2)
17
13
18(1)
12
11
2
3
Q→Q→
Q→
I
RRR
I
QR
Q→
Q
R
IQ→
R
R+
R+
R+ . QI
R+
R+
R+
R+
II
R+
R+
R+
D
D

923:3 (P.11 l.6- P.12 l.27)


18(2)
17
13
18(1)
12
11
2
3
Q→
Q→
R+I
R+I
R-

923:3 (P.12 l.28- P.12 l.36-end)

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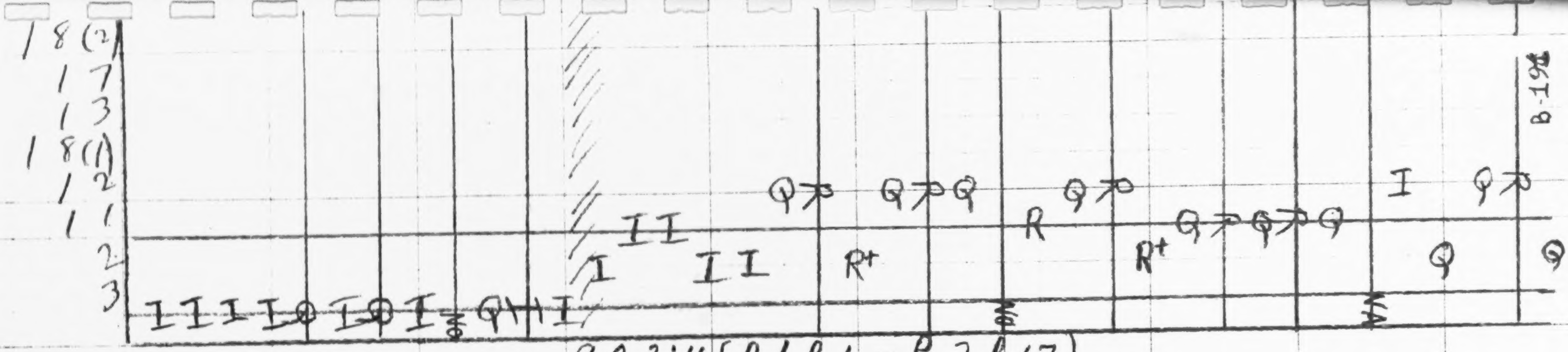
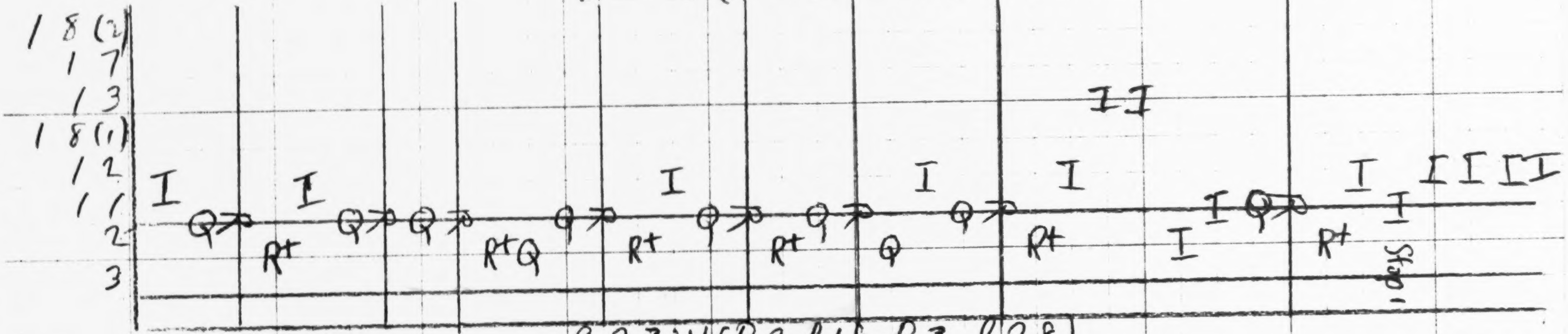


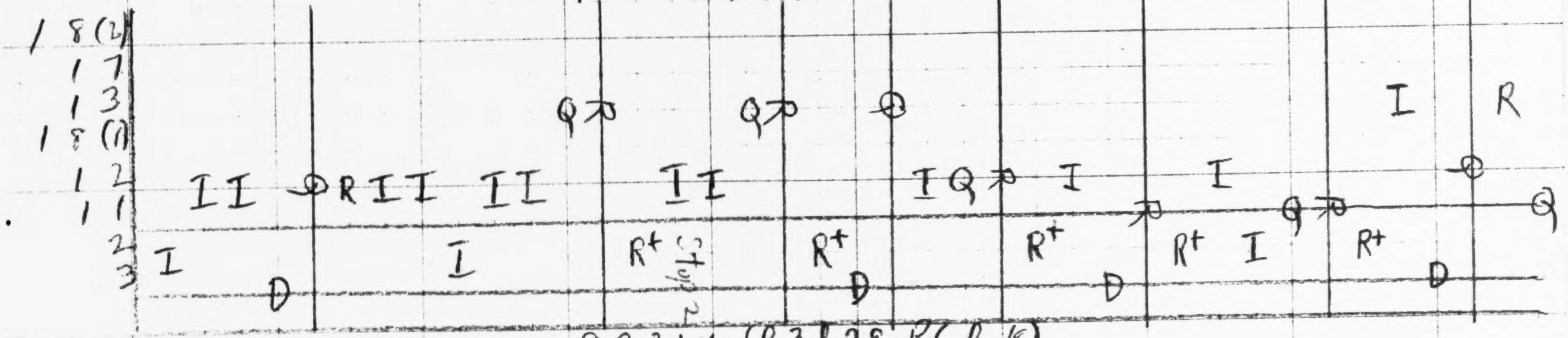
18(2)
17
13
18(1)
12
11
2
3

923:4 (P.1 l.1 - P.2 l.17)



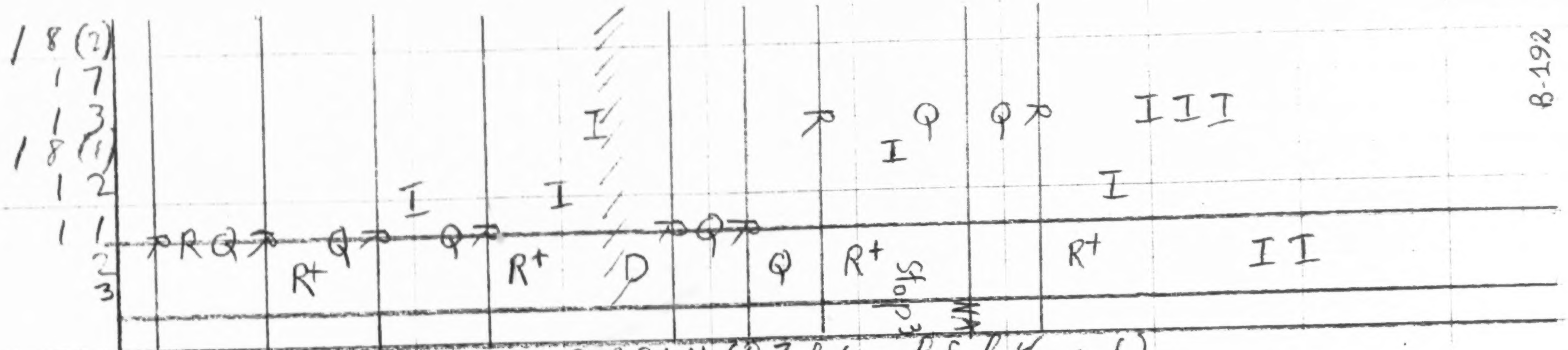
18(2)
17
13
18(1)
12
11
2
3
Stop 1

923:4 (P.2 l.18 - P.3 l.28)



18(2)
17
13
18(1)
12
11
2
3
Stop 2

923:4 (P.3 l.29 - P.6 l.18)


1 8 (2)
1 7
1 3
1 8 (1)
1 2
1 1
2
3
R Q
R+
Q
Q
I
R+
I
I
D
Q
Q
R+
Stop 3
I Q
Q
R+
I
III
II

9 23:4 (P.7 l 1 - P.8 l 4 - end)

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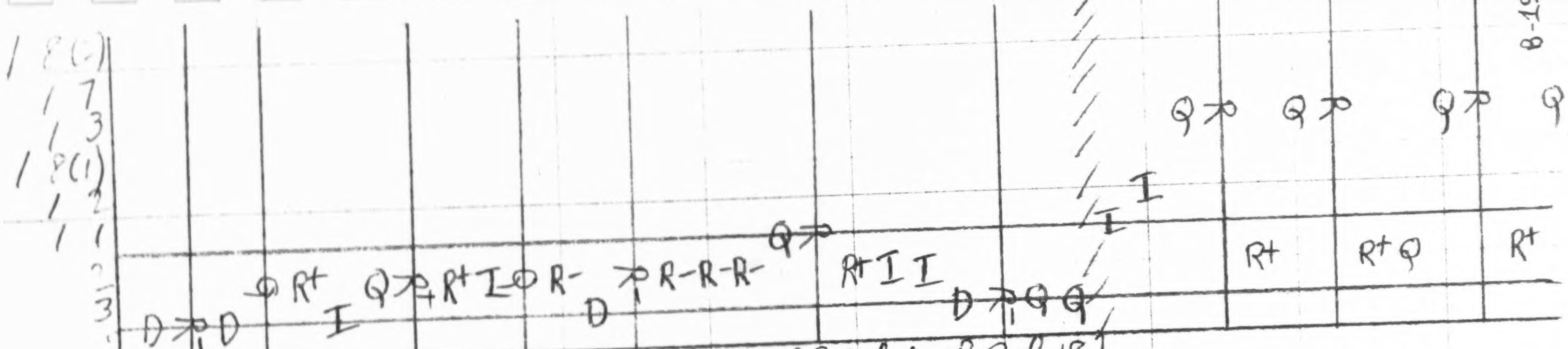
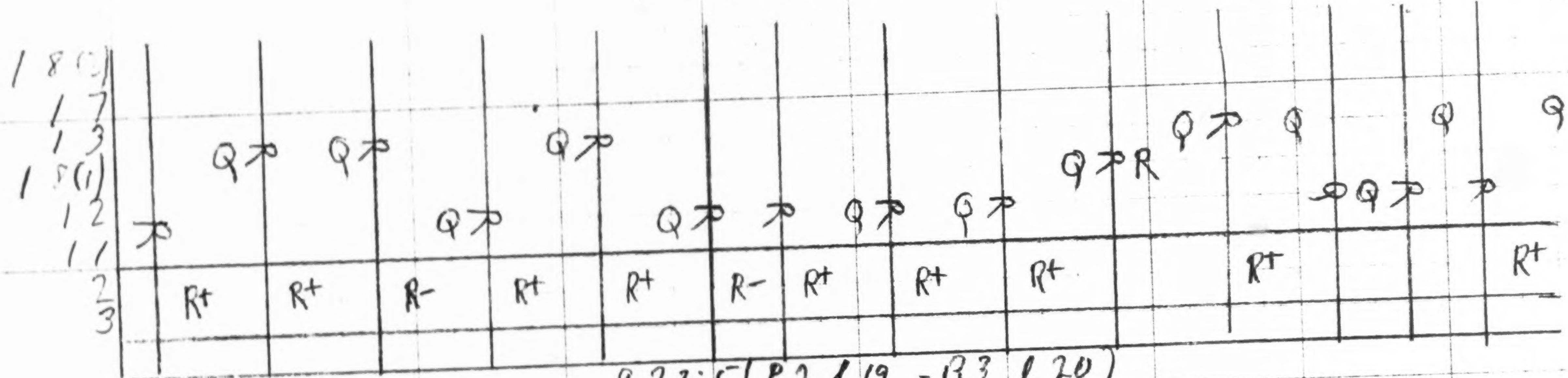
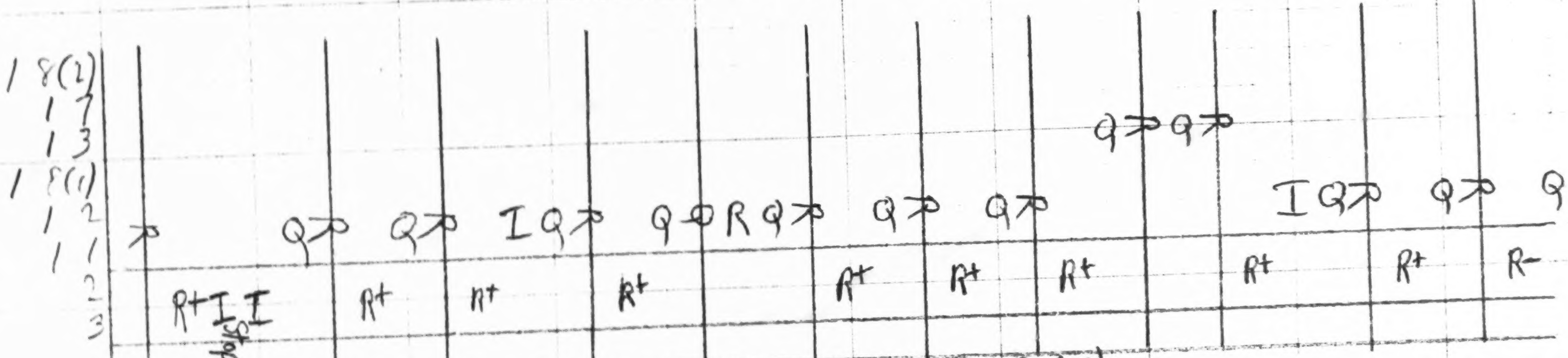

1 8(2)
1 7
1 3
1 8(1)
1 2
1 1
2
3
D → D
R+
I
Q →
R+ I
R-
D
→ R- R- R-
Q →
R+ I I
D → Q Q
I
I
Q → Q → Q → Q
R+
R+ Q
R+

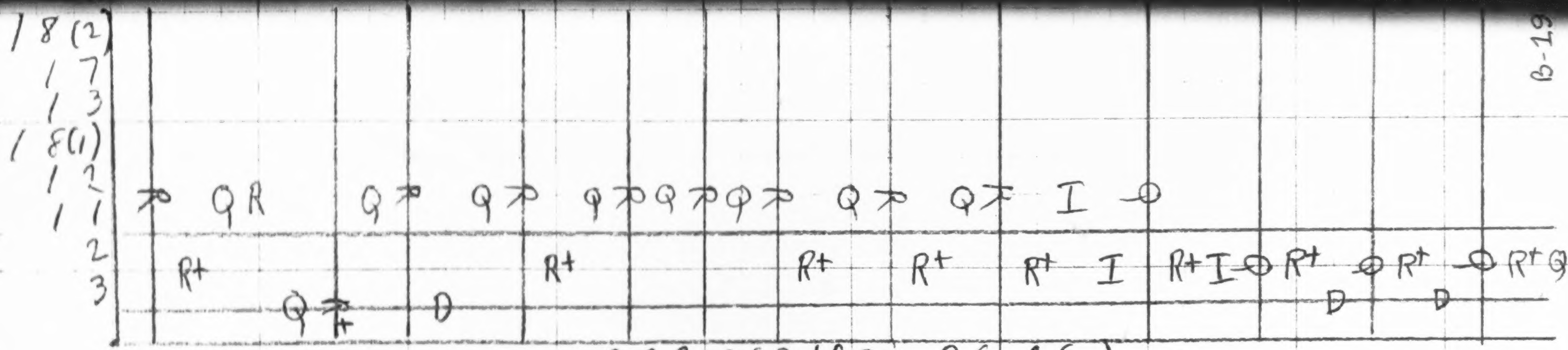
9 23:5 (P.1 l.1 - P.2 l.18)


1 8(2)
1 7
1 3
1 8(1)
1 2
1 1
2
3
→
Q → Q →
Q →
Q →
Q → → Q → Q →
Q → R
Q → Q Q Q
Q → →
R+ R+ R- R+ R+ R- R+ R+ R+ R+ R+

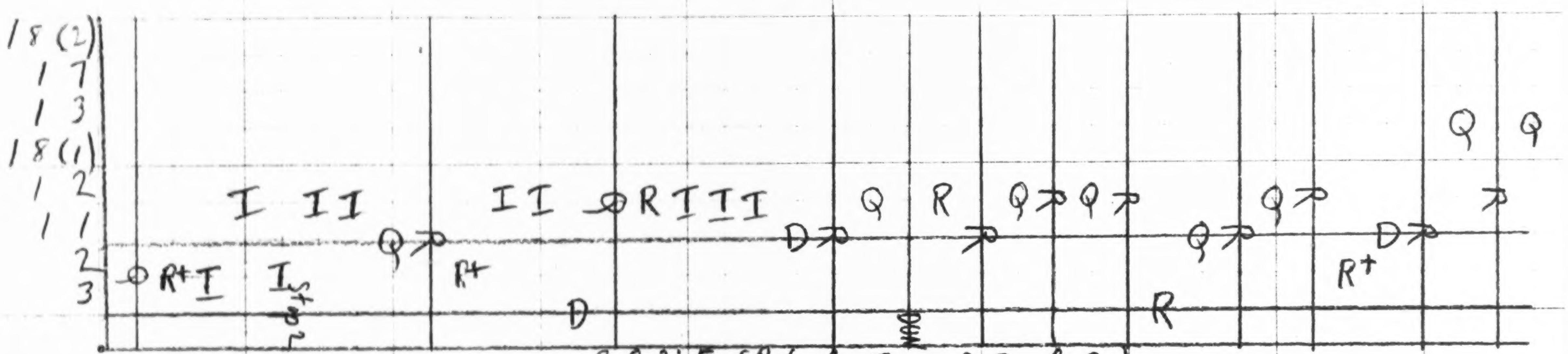
9 23:5 (P.2 l.19 - P.3 l.20)


1 8(2)
1 7
1 3
1 8(1)
1 2
1 1
2
3
→
Q → Q → I Q → Q R Q → Q → Q →
Q → Q →
I Q → Q → Q
R+ I I
stop
R+ R+ R+ R+ R+ R+ R+ R+ R-

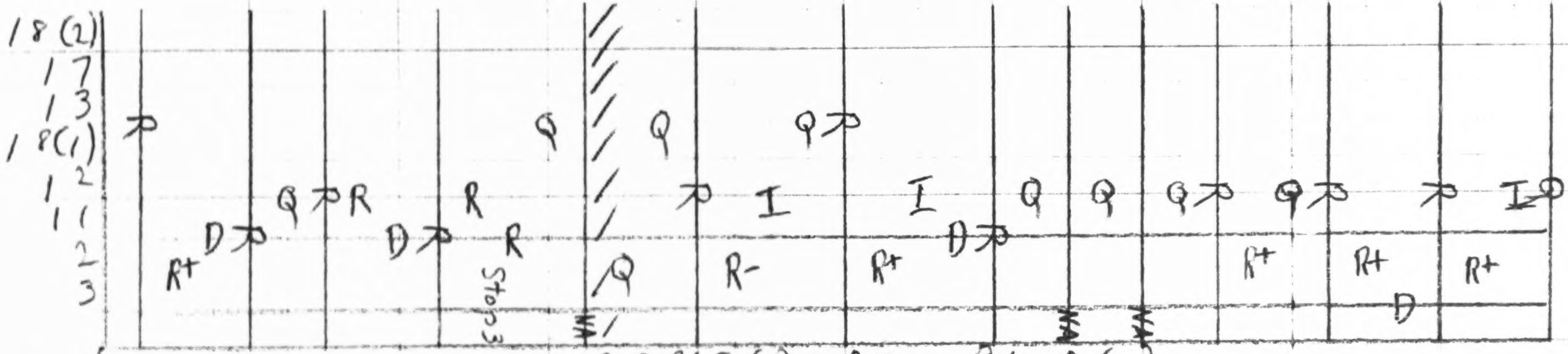
9 23:5 (P.3 l.21 - P.4 l.34)



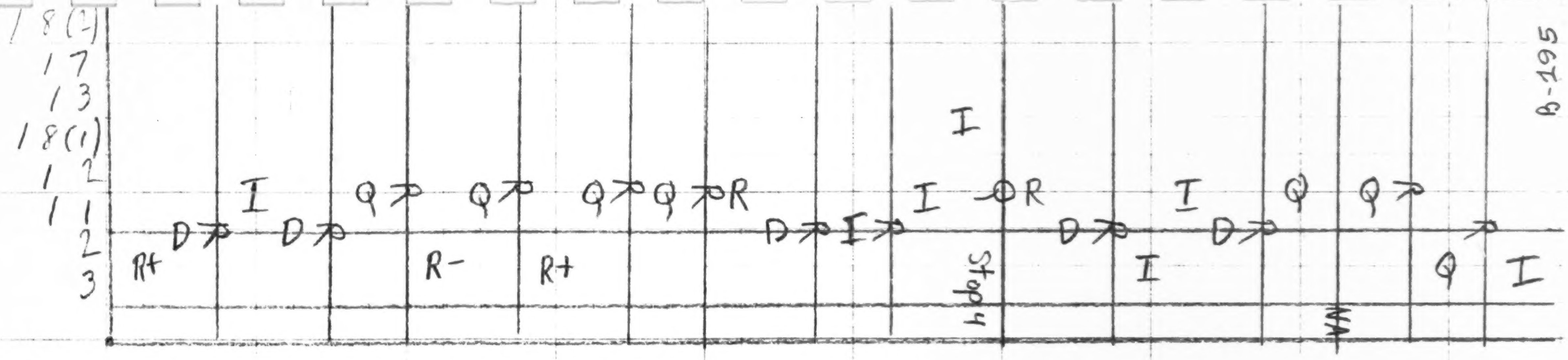
9 23:5 (P.4 l.35 - P.6 l.6)



9 23:5 (P.6 l.7 - P.9 l.3)



9 23:5 (P.9 l.4 - P.11 l.6)


1 8 (2)
1 7
1 3
1 8 (1)
1 2
1 1
2
3
R+
D
I
D
Q
Q
R−
R+
Q
Q
R
D
I
I
I
R
Stop4
D
I
I
D
Q
Q
Q
I

9 23:5 (P. 11 l. 7 – P. 15 l. 2) end

B-196

18 (2)
17
13
18 (1)
12 QI
11
2 D D D D D D D D D D D D D D D D D D D I D D D D D D D D D D
3 Q Q I R^- D D R^- D STOP H

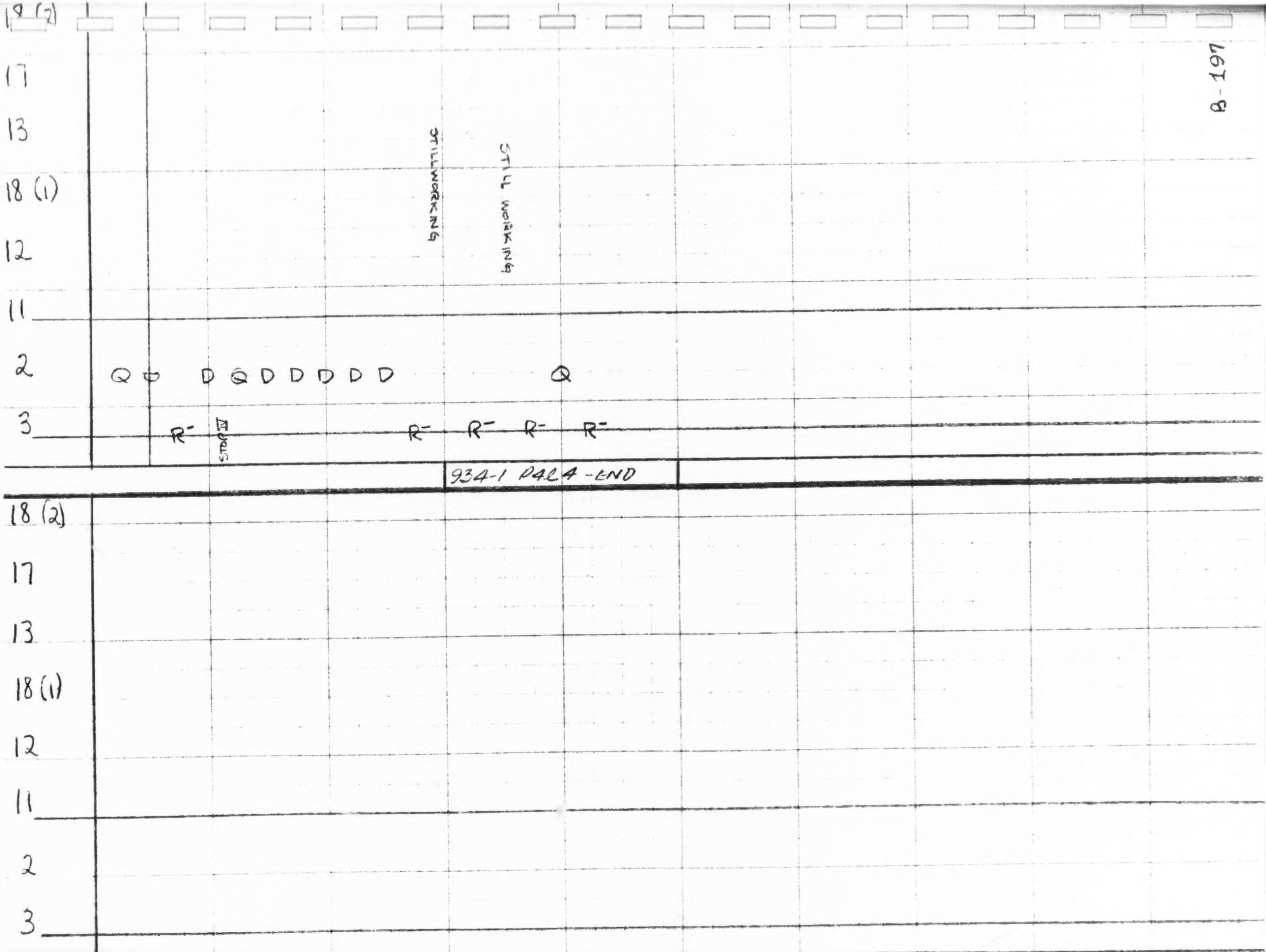
PUPILS WORKING ON ASSIGNMENT

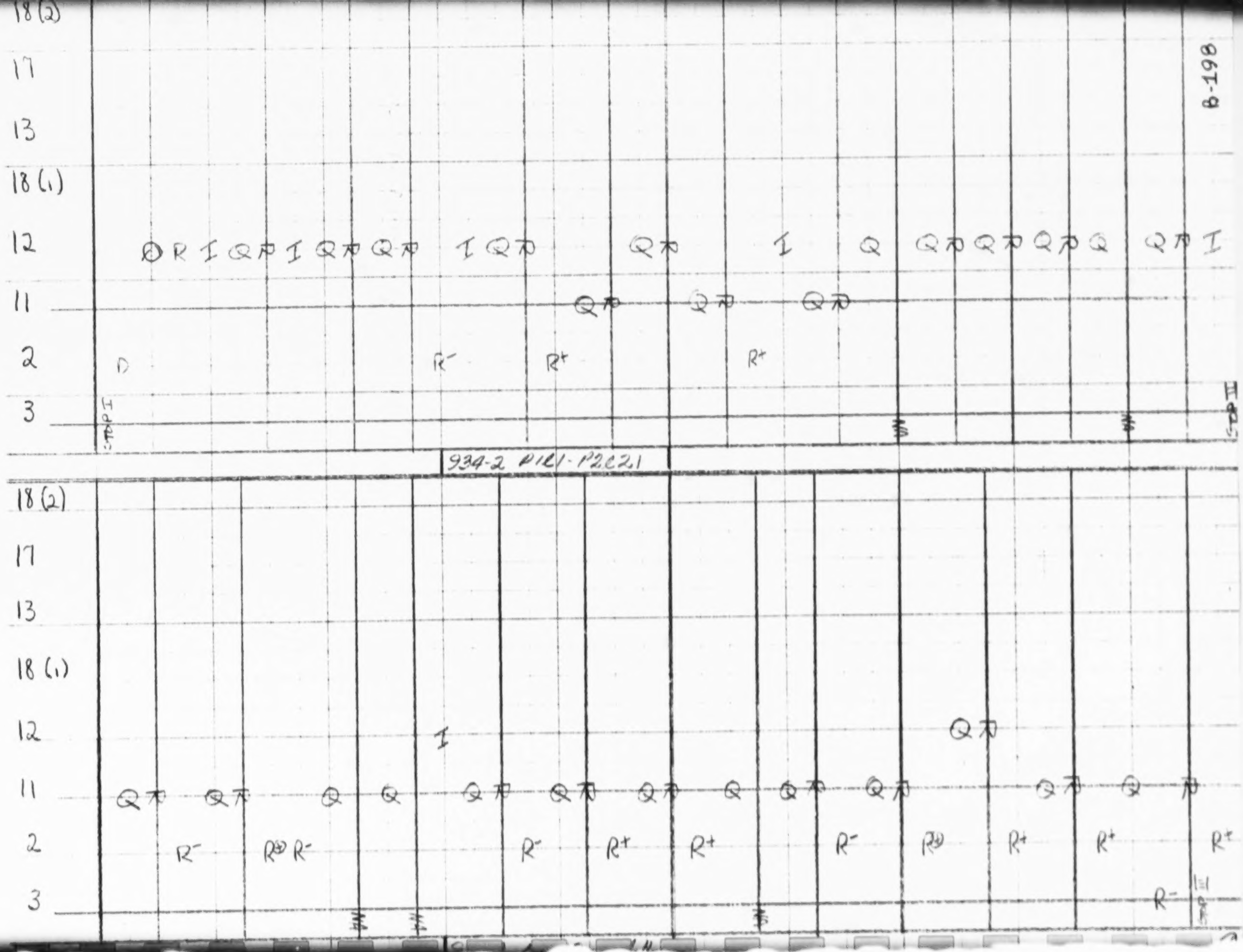
934-1 P121 - P229

18 (2)
17
13
18 (1)
12 I R I I I
11 Q R Q Q Q R Q R Q R
2 R^+ R^+ D D D D D D D D D D Q D D Q D D
3 R^- R^-

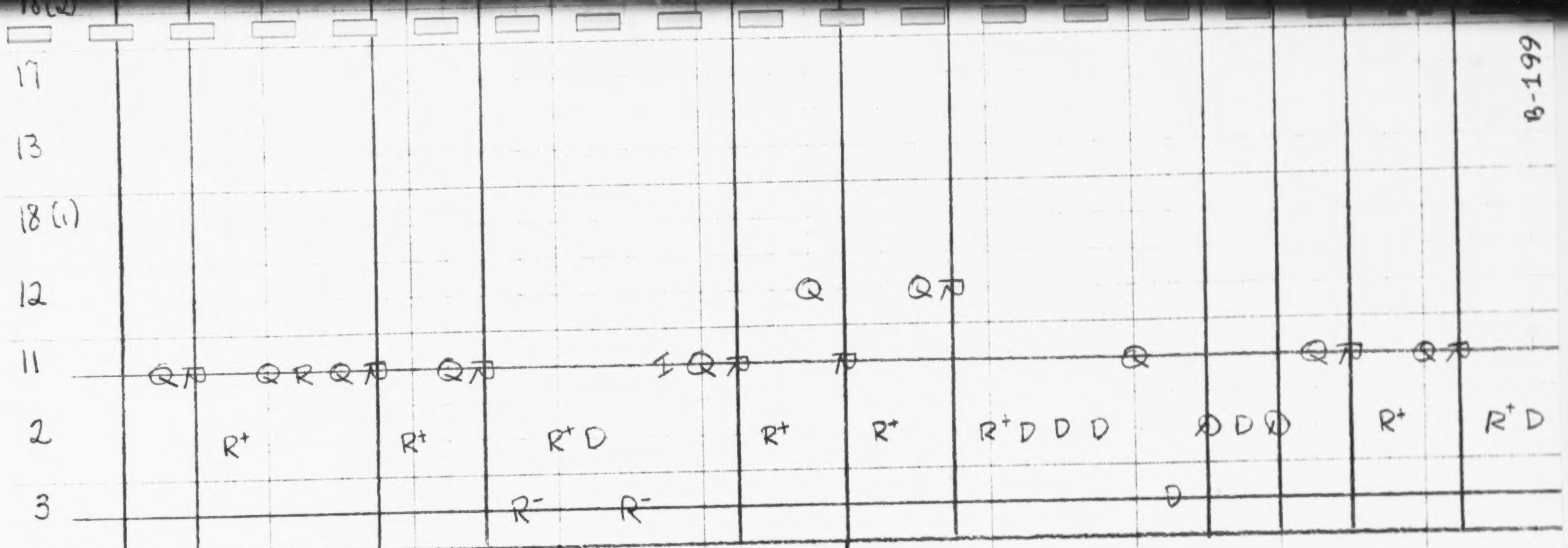
STILL WORKING

STILL WORKING
STILL WORKING

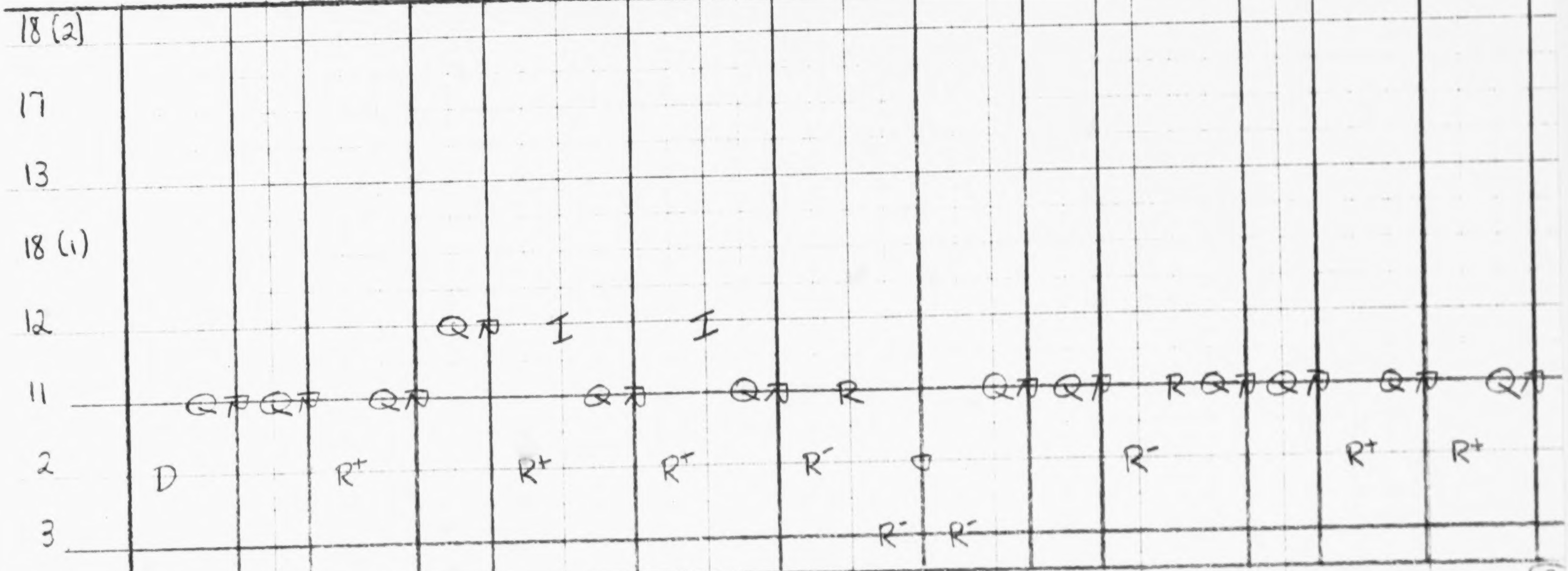

18 (2)
17
13
18 (1)
12
11
2
3
Q D D Q D D D D D Q
R⁻ STOP IV R⁻ R⁻ R⁻ R⁻
STILLWORKING
STILL WORKING
934-1 P4L4 -END
18 (2)
17
13
18 (1)
12
11
2
3


18(2)
17
13
18(1)
12
11
2
3
STOP I
STOP II
STOP III
Q
R
I
R⁻
R⁺

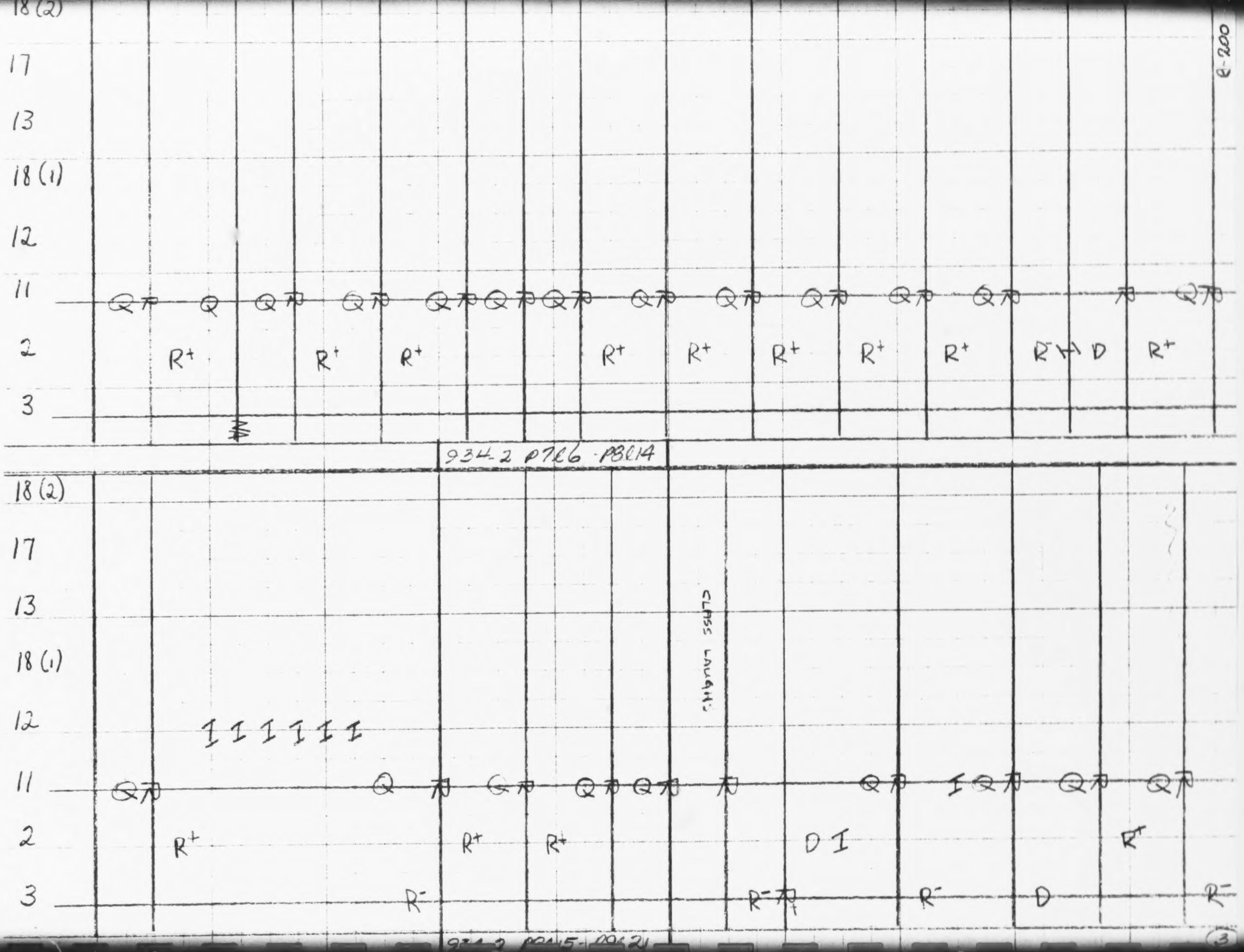
934-2 P1L1-P2C21

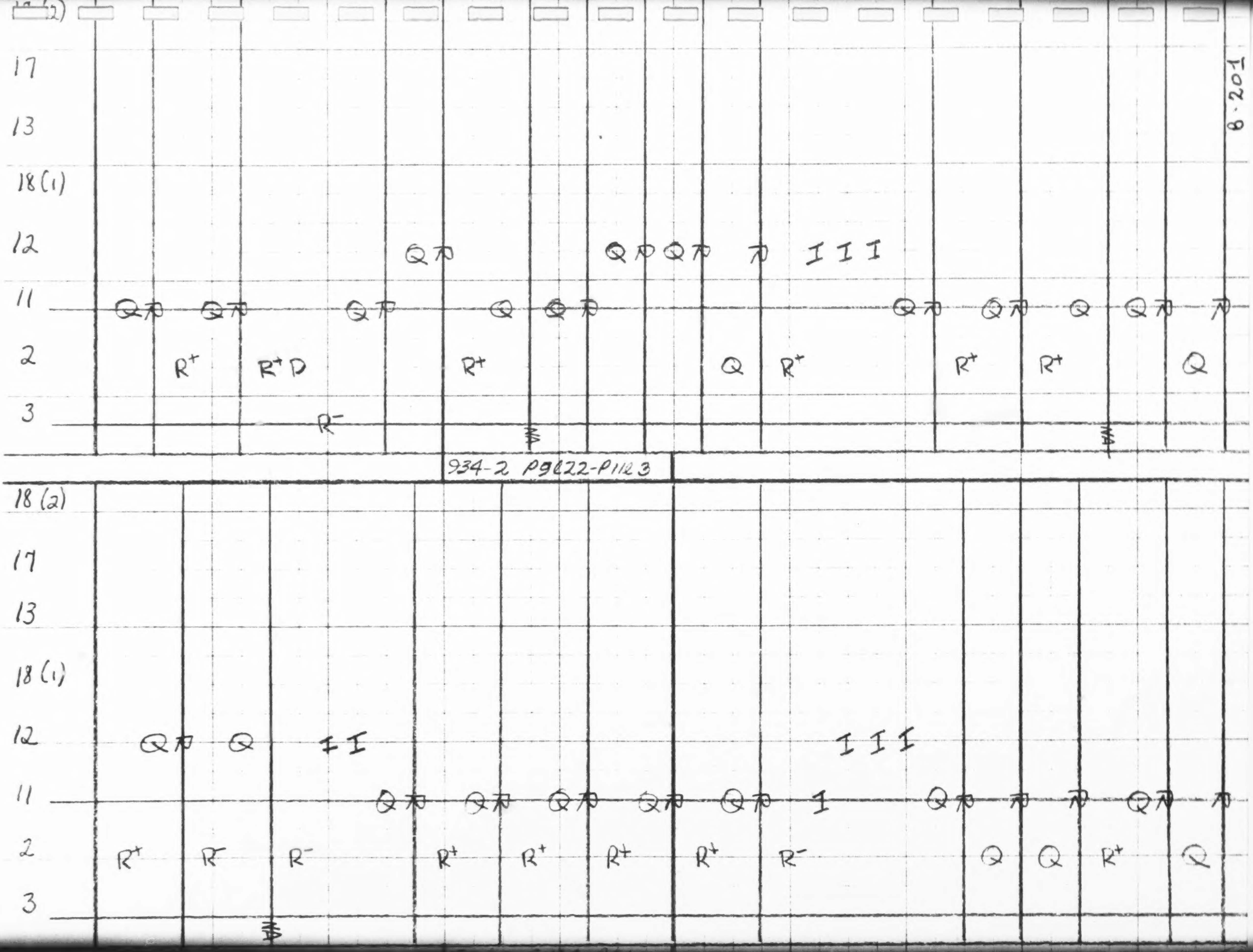

17
13
18 (1)
12
Q Q R
11
Q R Q R Q R Q R I Q R R Q Q R Q R
2
R+ R+ R+ D R+ R+ R+ D D D D D D R+ R+ D
3
R- R- D

934.2 P4L12-P5L28

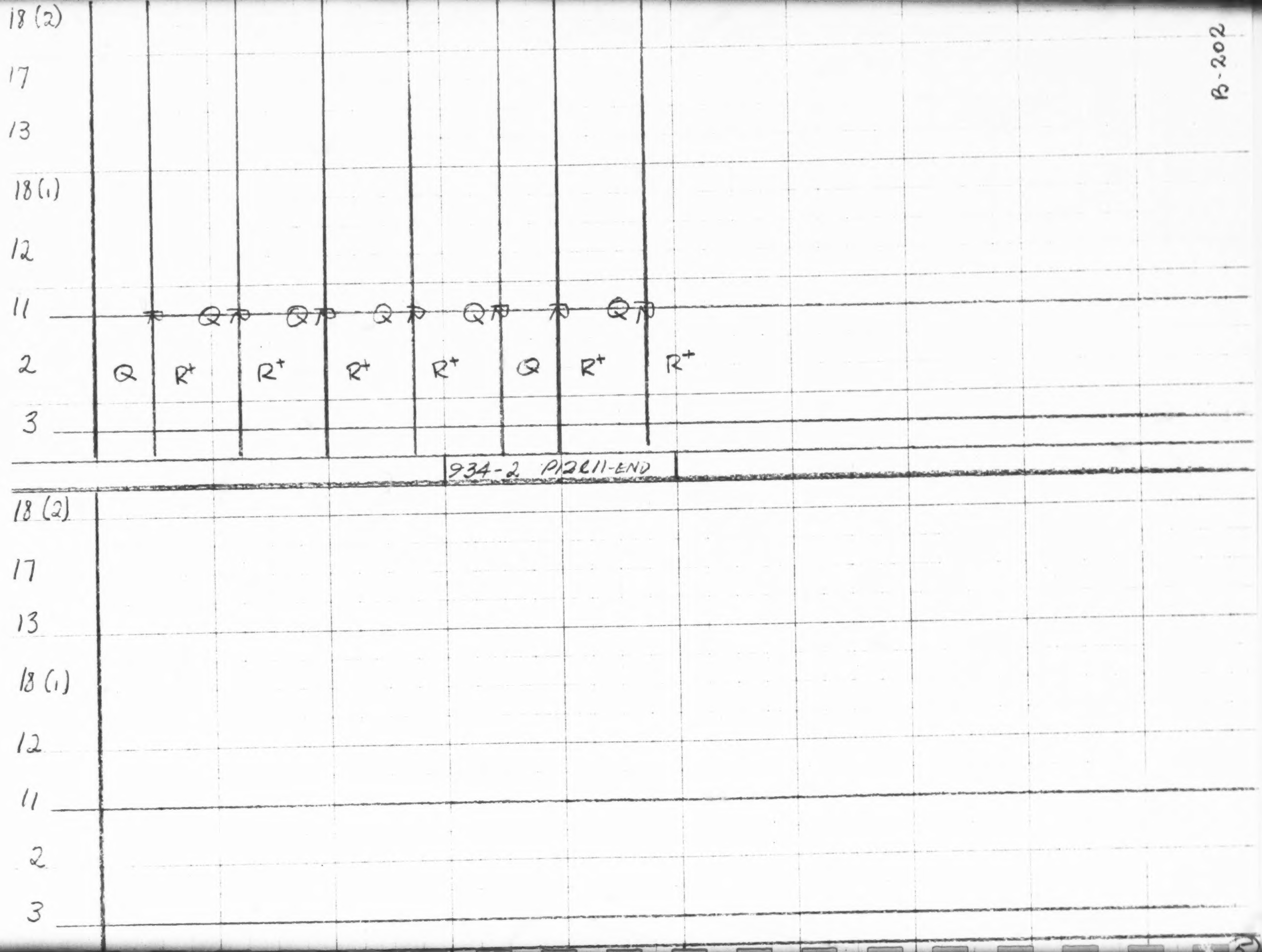

18 (2)
17
13
18 (1)
12
Q R I I
11
Q R Q R Q R Q R Q R R Q R Q R R Q R Q R Q R Q R
2
D R+ R+ R+ R- R- R+ R+
3
R- R-

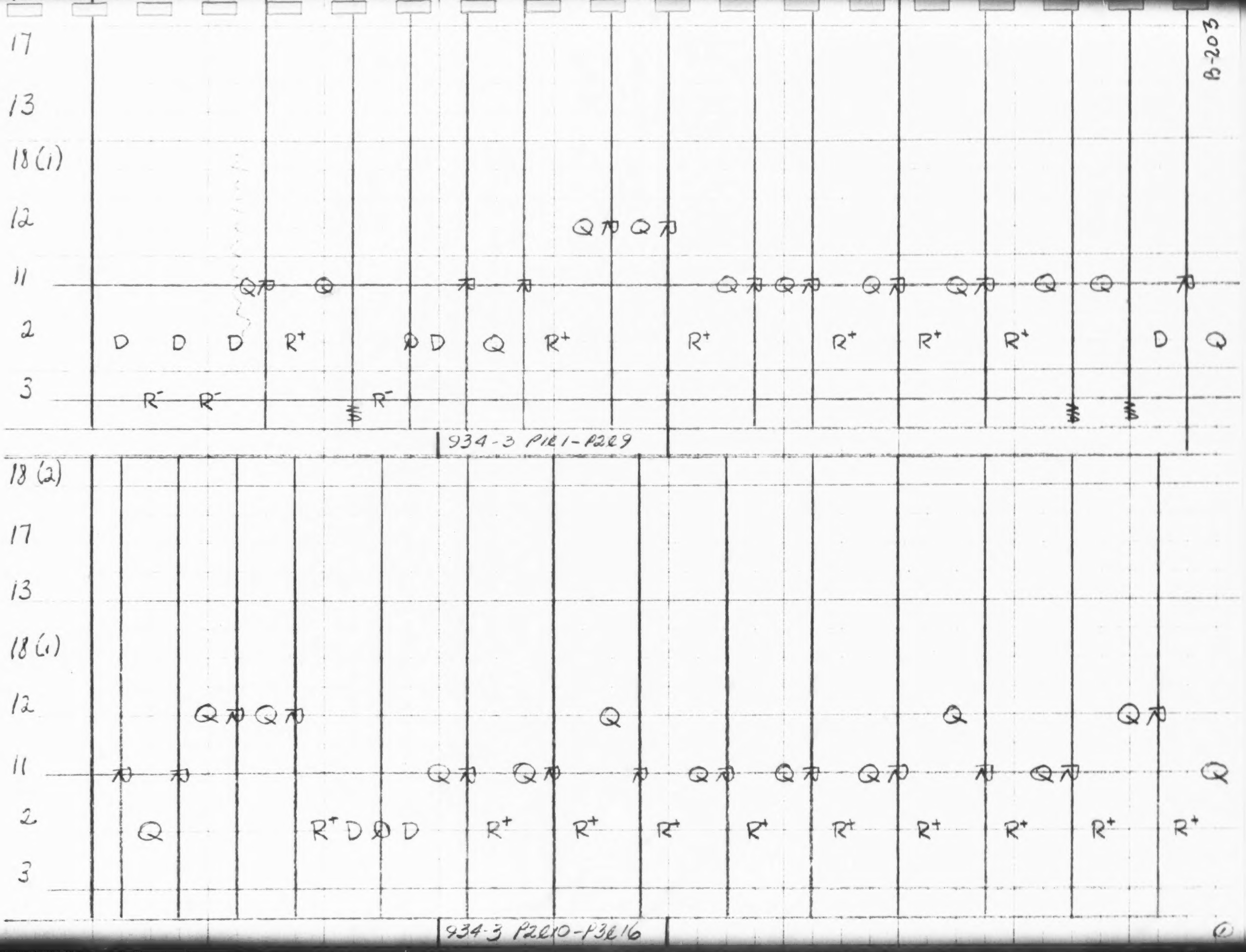
934.2 P5L29-P7L5


18(2)
17
13
18(1)
12
11
2
3
Q Ŧ Q Q Ŧ Q Ŧ Q Ŧ Q Ŧ Q Ŧ Q Ŧ Q Ŧ Q Ŧ Q Ŧ Q Ŧ Q Ŧ Ŧ Q Ŧ
R+ R+ R+ R+ R+ R+ R+ R+ R− Ŧ D R+
934-2 P7L6 · P8L14
18(2)
17
13
18(1)
12
11
2
3
I I I I I I
Q Ŧ Q Ŧ G Ŧ Q Ŧ Q Ŧ Ŧ Q Ŧ I Q Ŧ Q Ŧ Q Ŧ
R+ R+ R+ D I R+
R− R− Ŧ R− D R−
CLASS LAUGHS
934-2 P8L15-P9L21

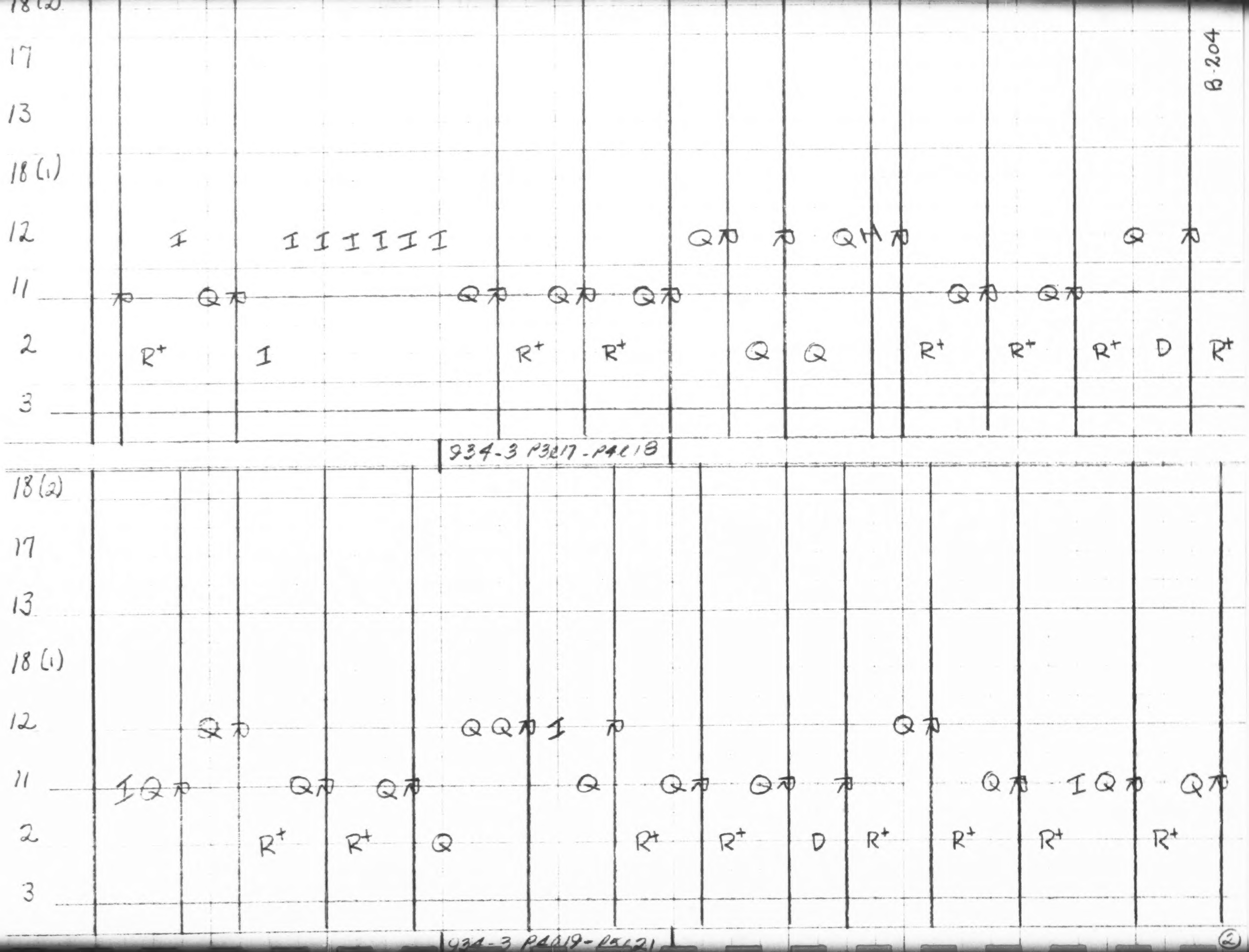

18 (2)
17
13
18 (1)
12
11
2
3
Q
R⁺
R⁻
R⁺ D
I I I
I I
I
934-2 P9622-P1123

8·201


18 (2)
17
13
18 (1)
12
11
2
3
Q
R+
Q
R+
Q
R+
Q
R+
Q
Q
R+
Q
R+
934-2 P12611-END
18 (2)
17
13
18 (1)
12
11
2
3


17
13
18 (1)
12
11
2
3
934-3 P1E1-P2E9
18 (2)
17
13
18 (1)
12
11
2
3
934-3 P2E10-P3E16
Q
R+
R-
D

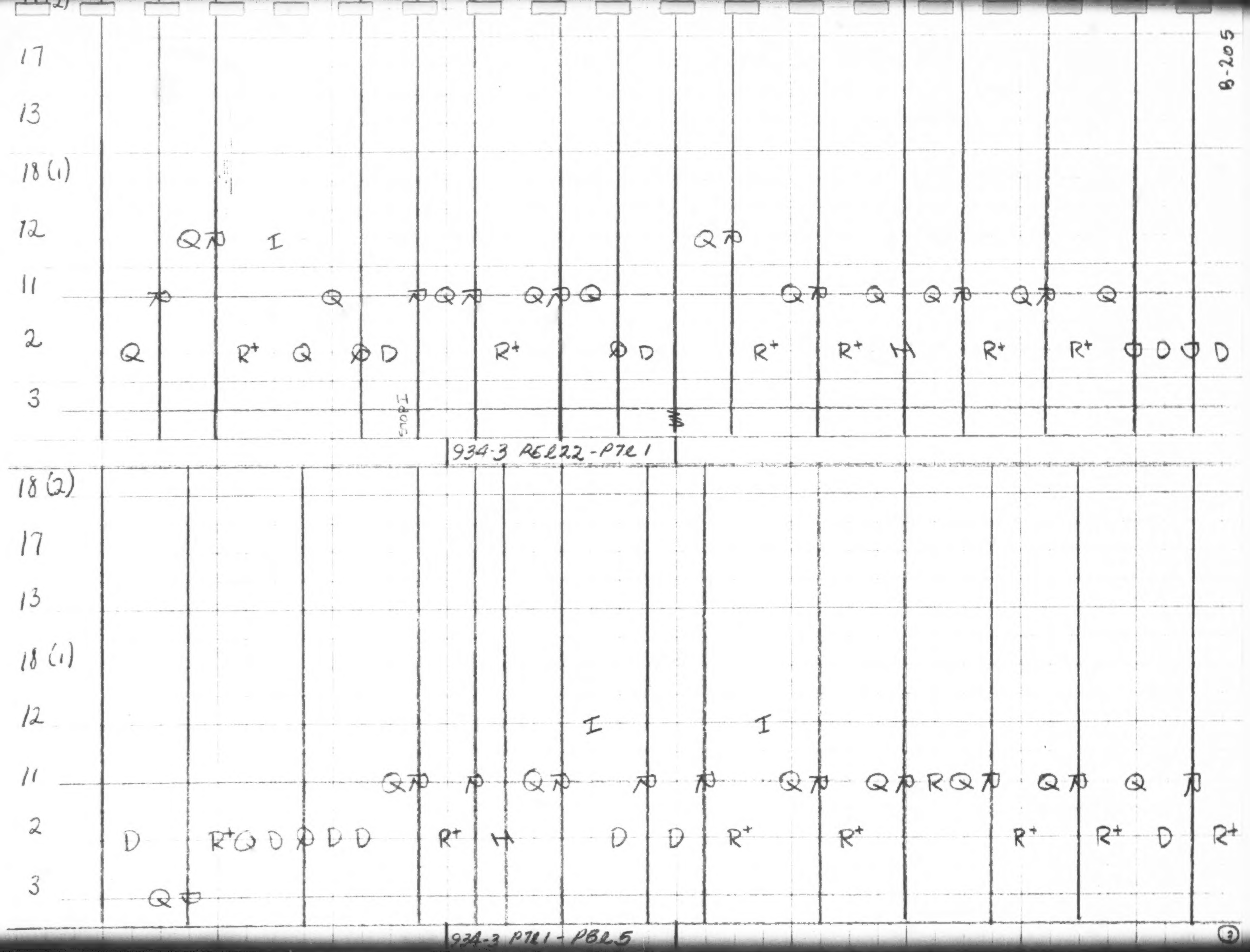
B-204



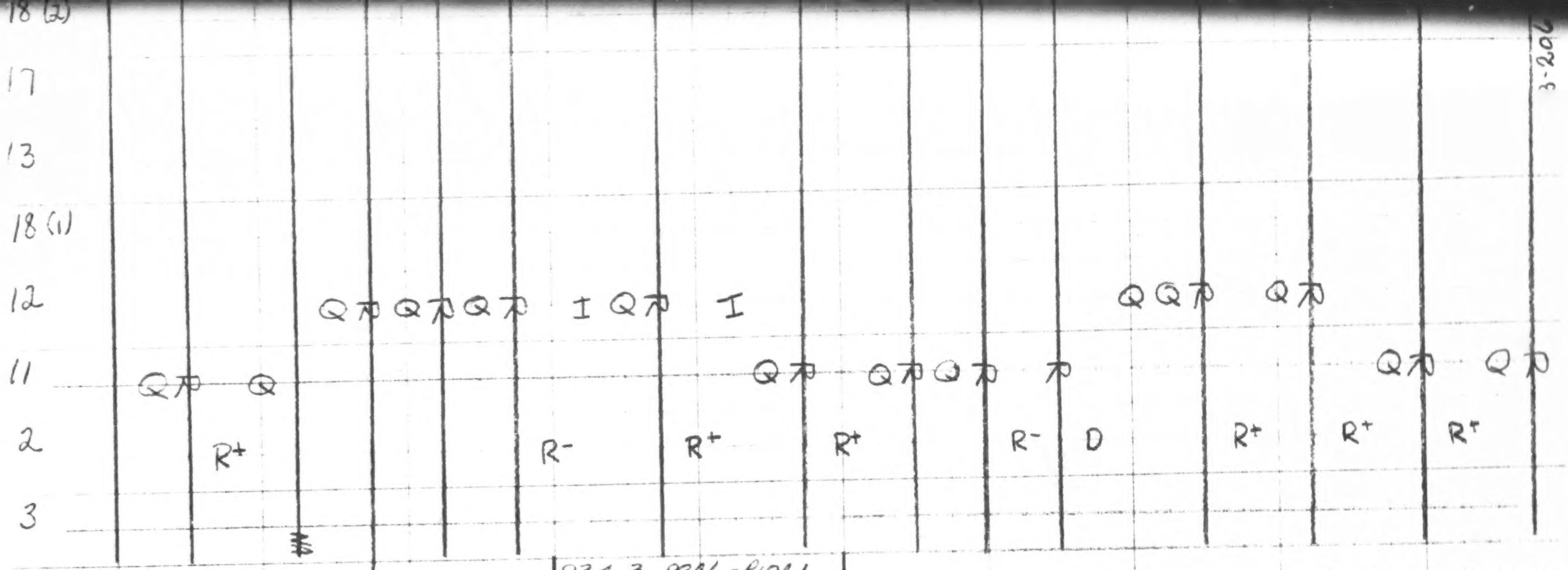
934-3 P3217-P4218

934-3 P4419-P5421

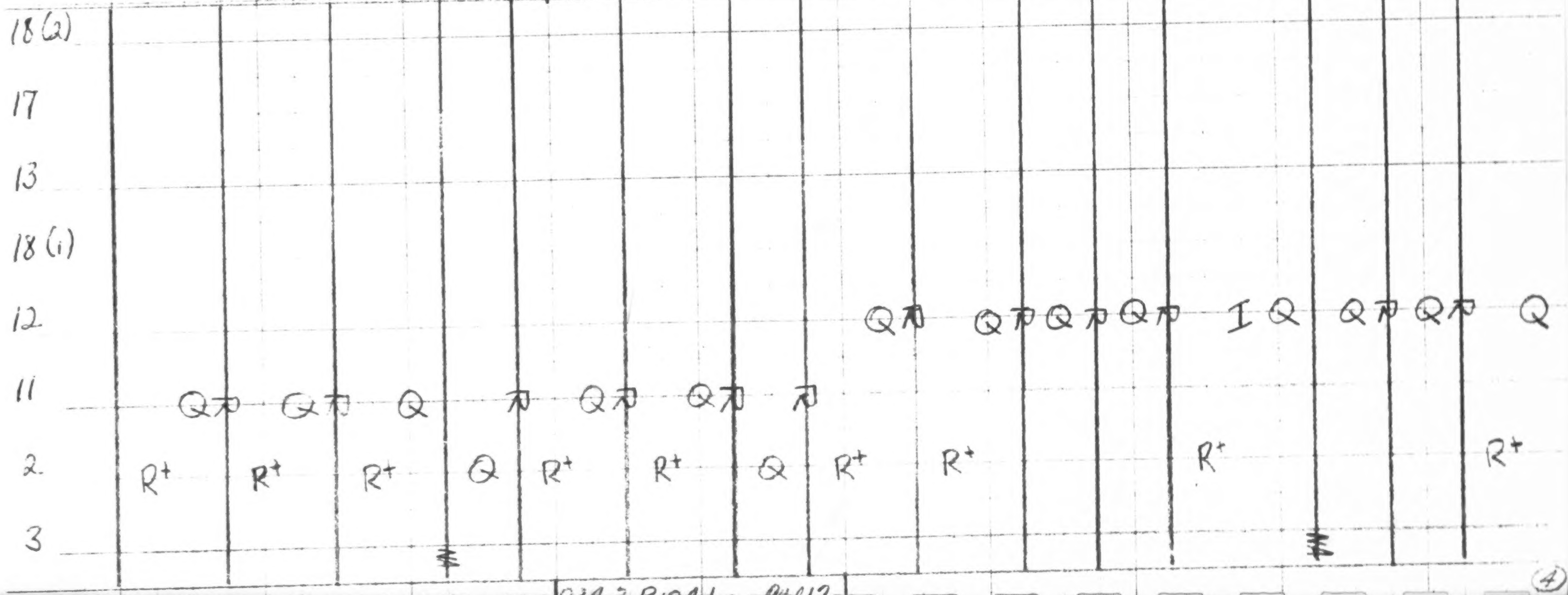
B-205


17
13
18 (1)
12
11
2
3
STOP I
934-3 PE222-P7E1
18 (2)
17
13
18 (1)
12
11
2
3
934-3 P7E1-PB25
Q
R⁺
D
I
H

③

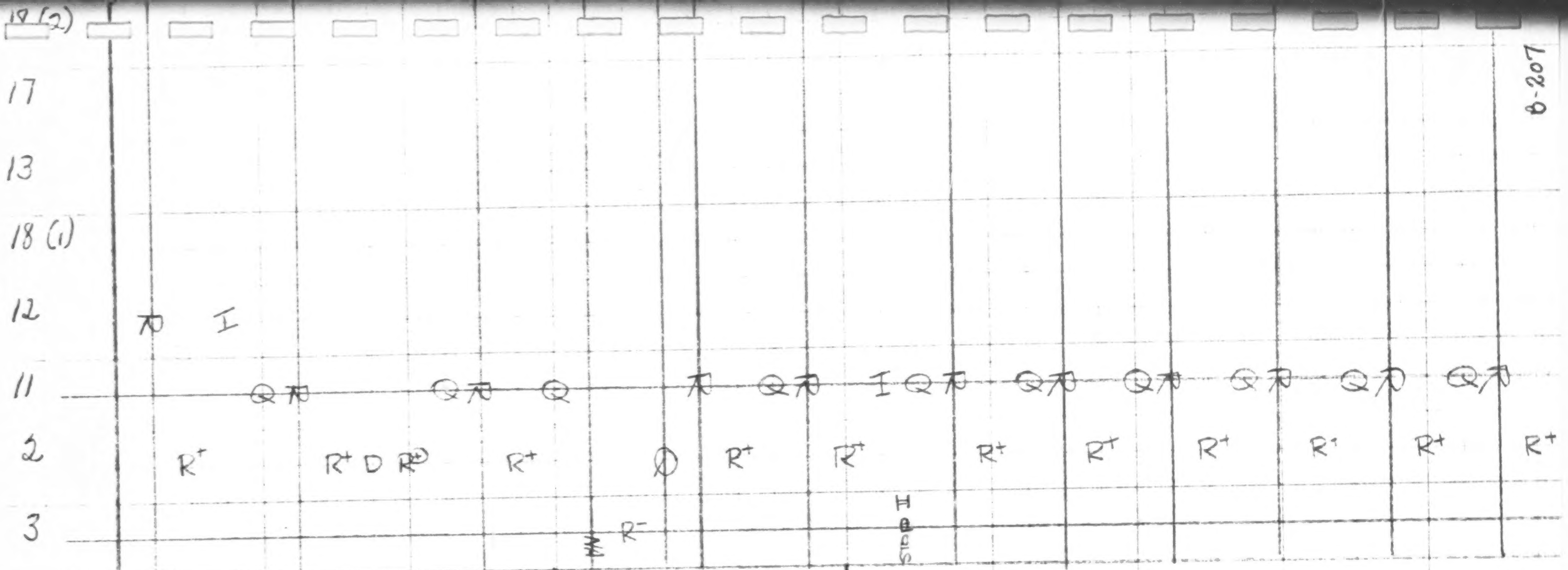


934-3 P826-P1021

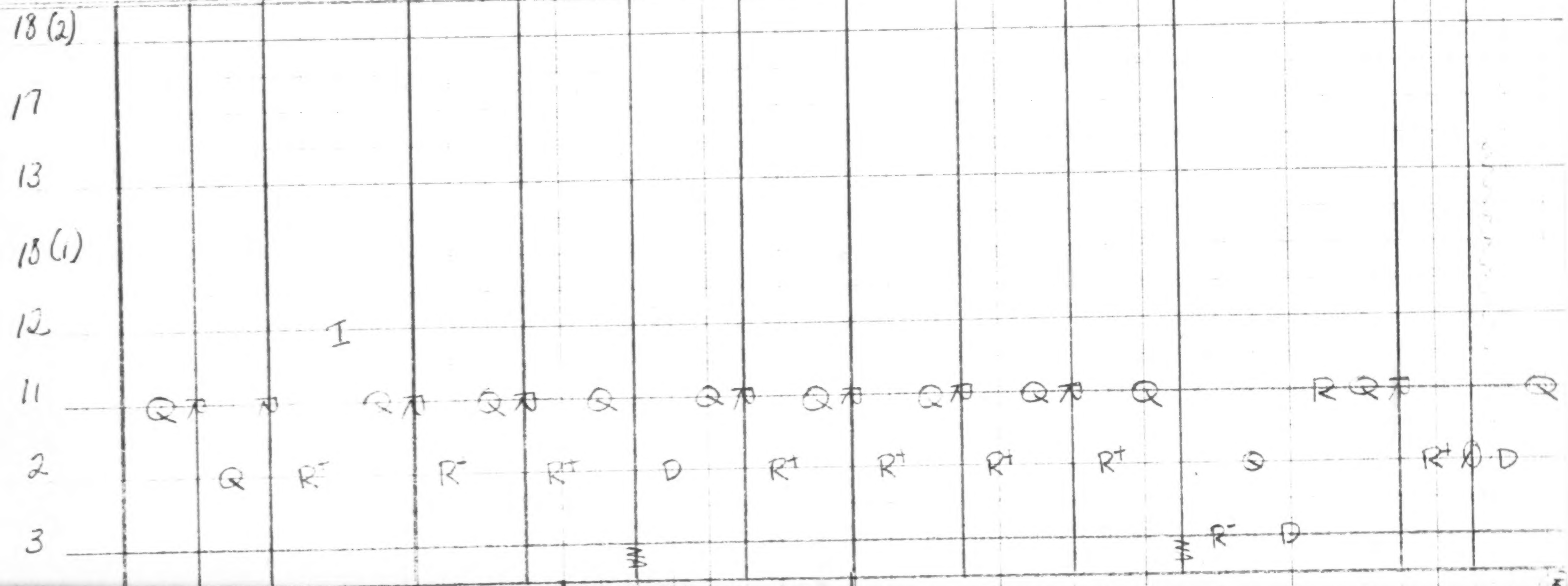


934-3 P1021- P1212

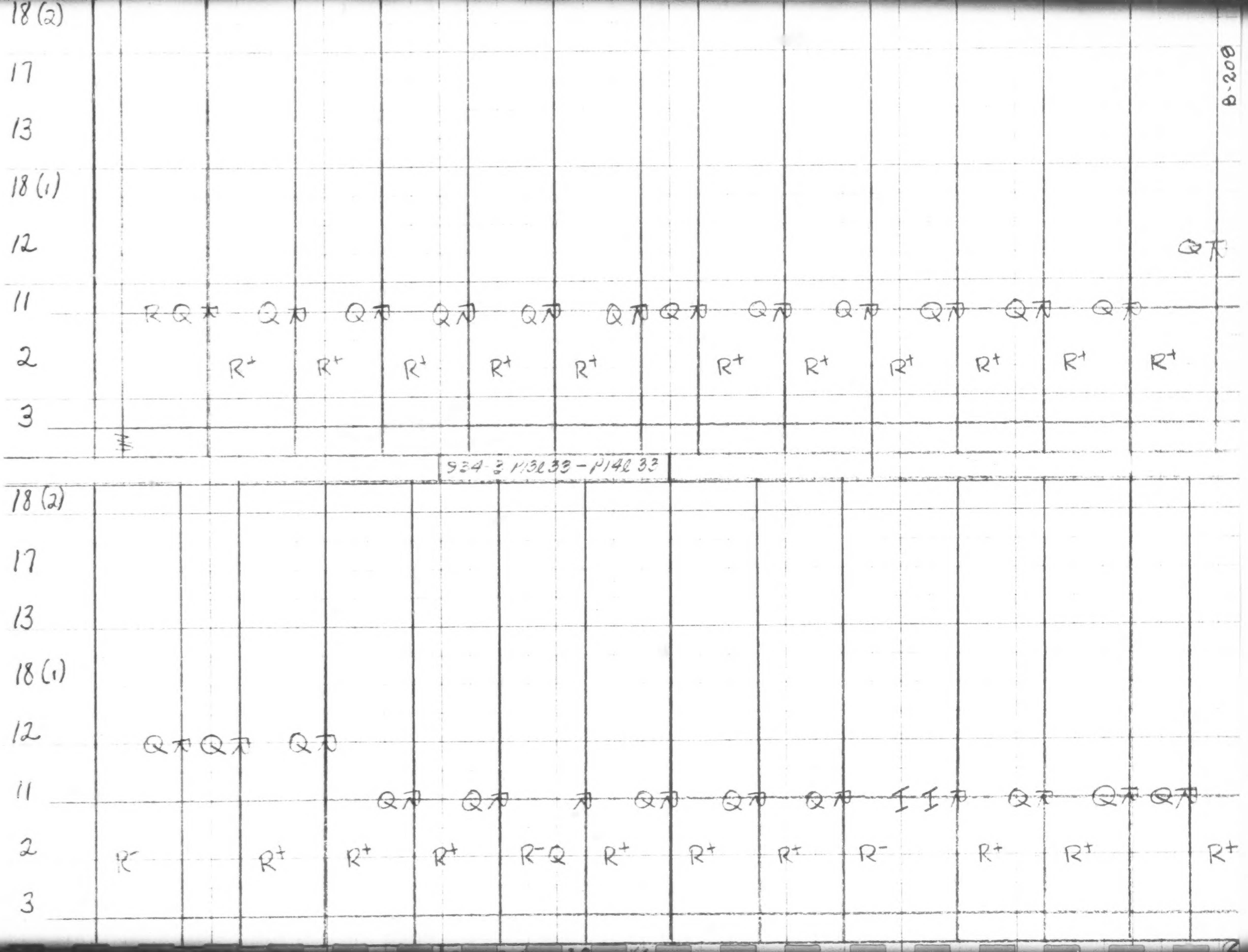
④

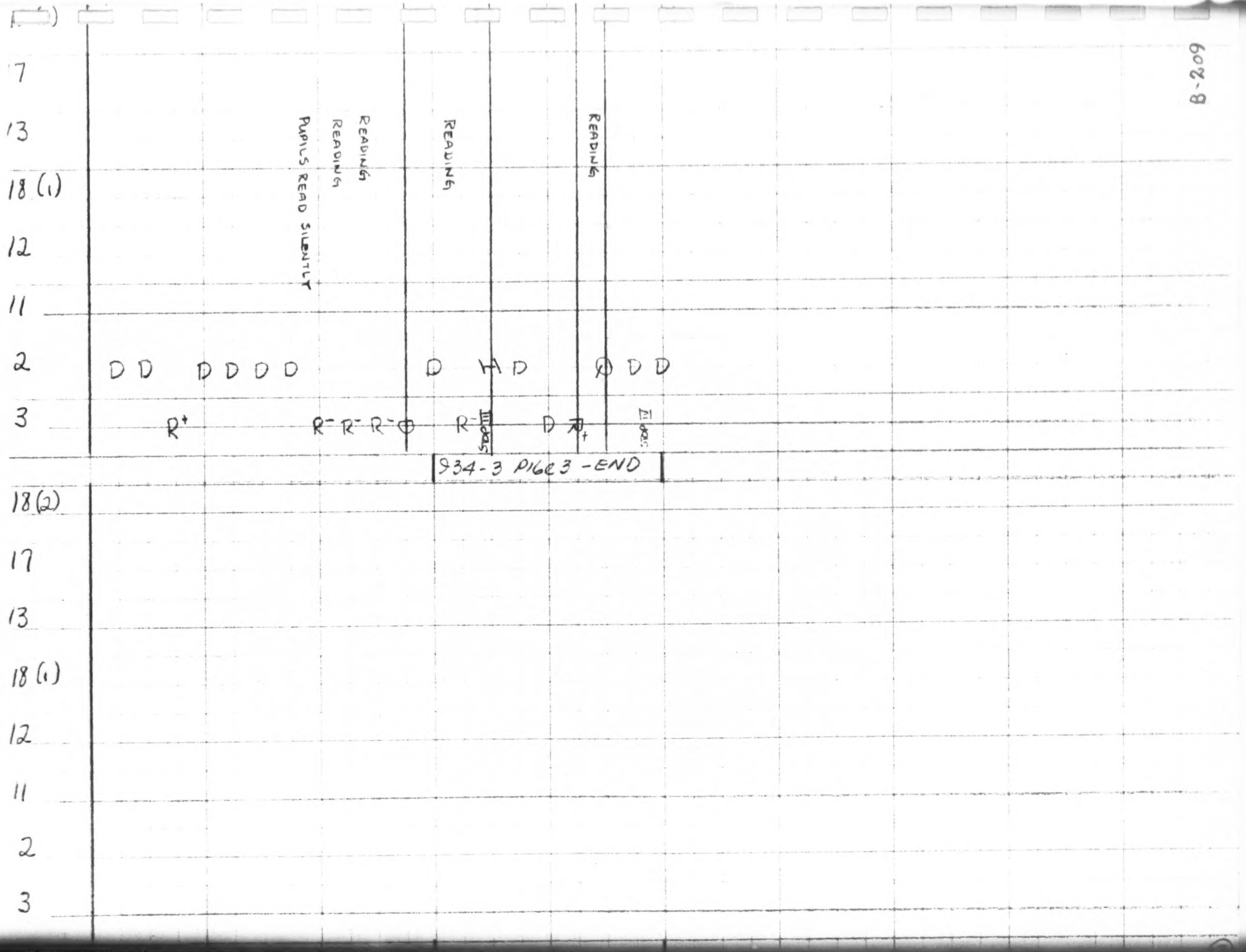

18 (2)
17
13
18 (1)
12
11
2
3
I
Q
R⁺
R⁻
D
H

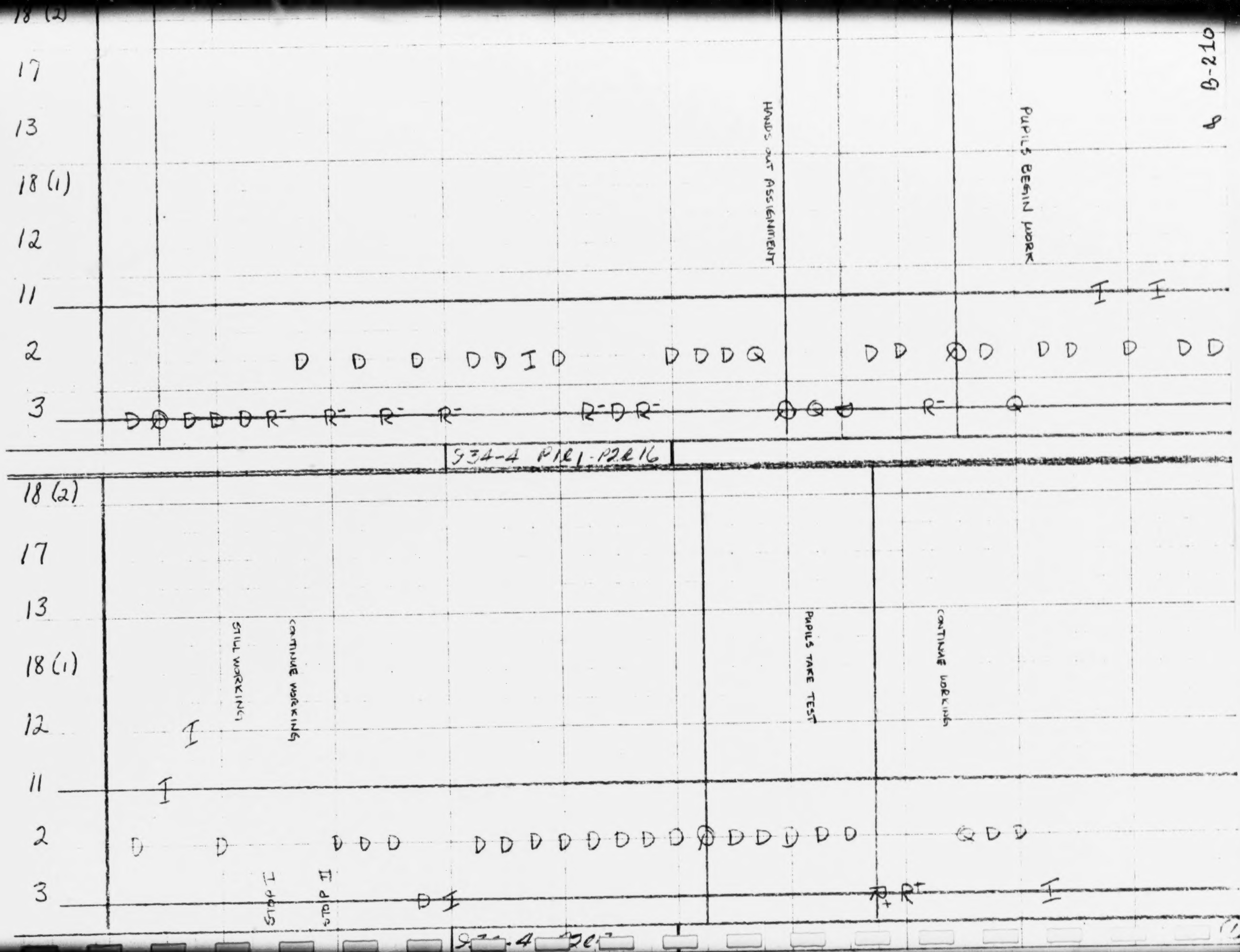
934-3 P 11C13-P12C20


18 (2)
17
13
18 (1)
12
11
2
3
I
Q
R⁺
R⁻
D

934-3 P12C21-P13C32.


18 (2)
17
13
18 (1)
12
11
2
3
R Q T Q T Q T Q T Q T Q T Q T Q T Q T Q T Q T Q T
R+ R+ R+ R+ R+ R+ R+ R+ R+ R+ R+
Q T
934-3 P13l33 - P14l33
18 (2)
17
13
18 (1)
12
11
2
3
Q T Q T Q T
Q T Q T T Q T Q T Q T I I T Q T Q T Q T
R- R+ R+ R+ R-Q R+ R+ R+ R- R+ R+ R+

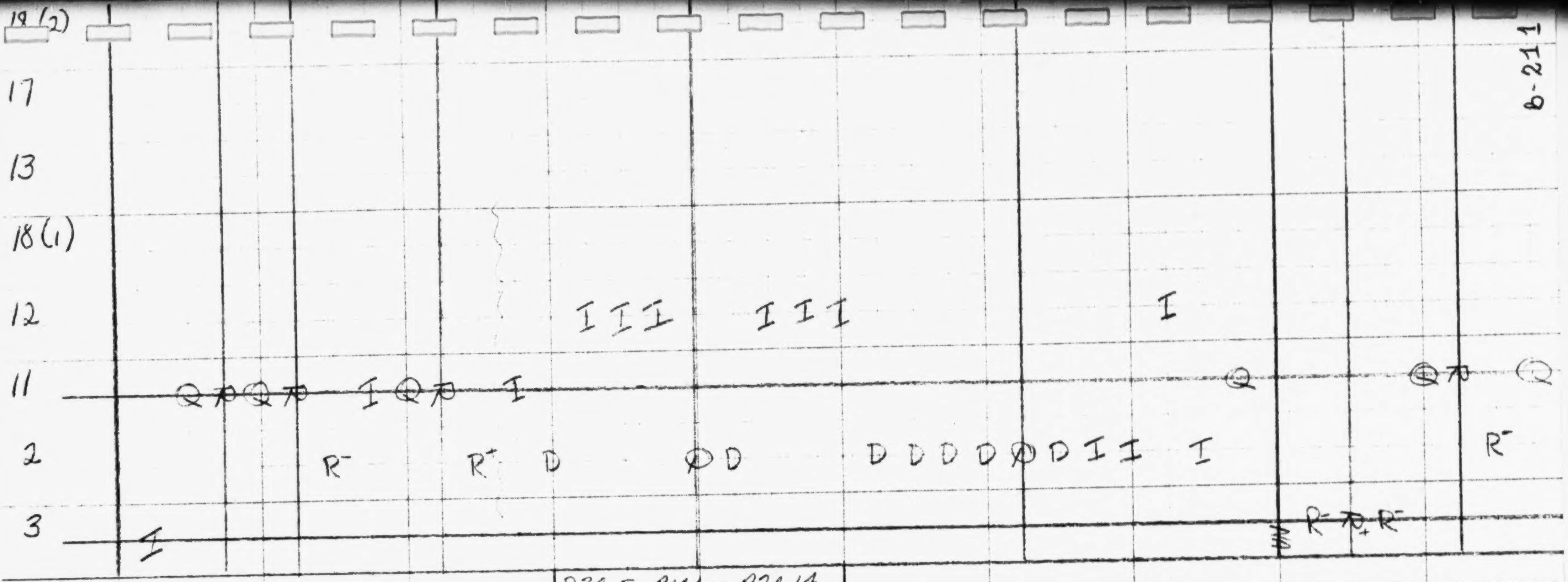

7
13
18 (1)
12
11
2
3
18(2)
17
13
18 (1)
12
11
2
3
PUPILS READ SILENTLY
READING
READING
READING
READING
DD DDDD
R+
R- R- R-
D HD
R-
STOP III
D R+
ODD
STOP IV
934-3 PAGE 3 -END



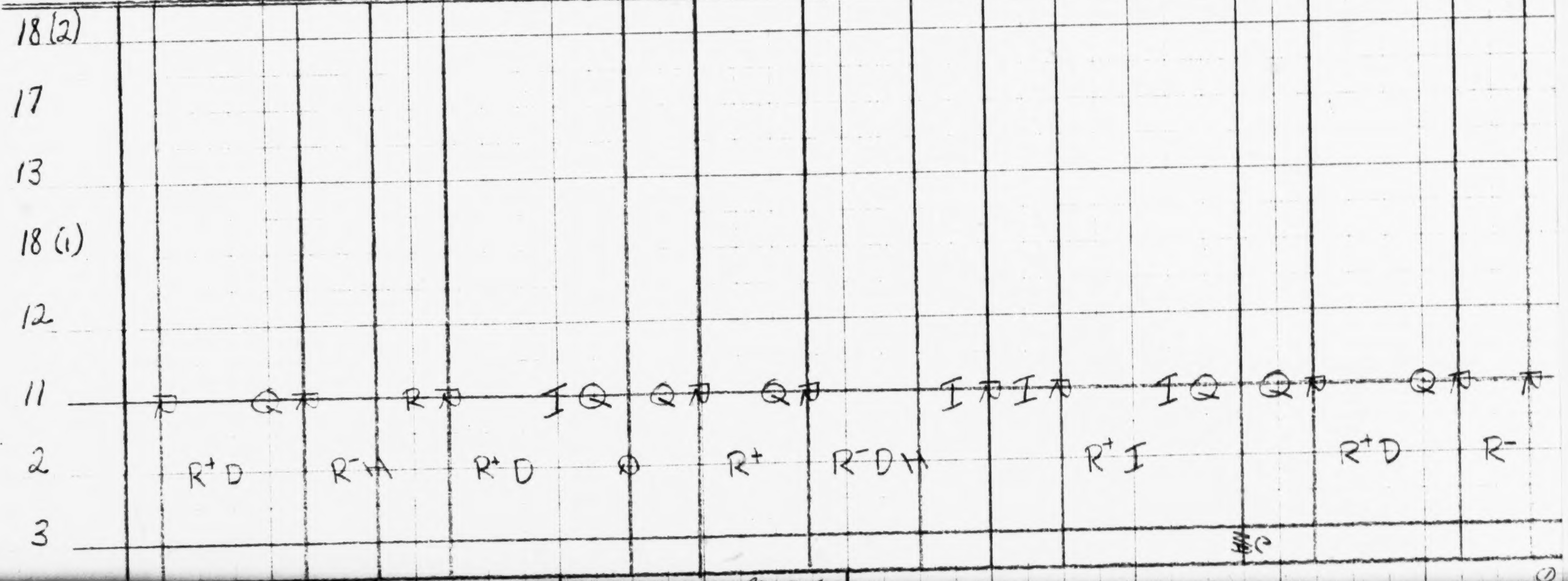
18 (2)
17
13
18 (1)
12
11
2
3
HANDS OUT ASSIGNMENT
PUPILS BEGIN WORK
D D D D D I D D D D Q D D Q D D D D D D
D Q D D D R⁻ R⁻ R⁻ R⁻ R⁻ D R⁻ Q Q D R⁻ Q
I I
934-4 P1e1-P2e16
STILL WORKING
CONTINUE WORKING
PUPILS TAKE TEST
CONTINUE WORKING
I
I
D D D D D D D D D D D D D D Q D D D D D Q D D
STOP I
STOP II
D I
R₊ R⁺
I

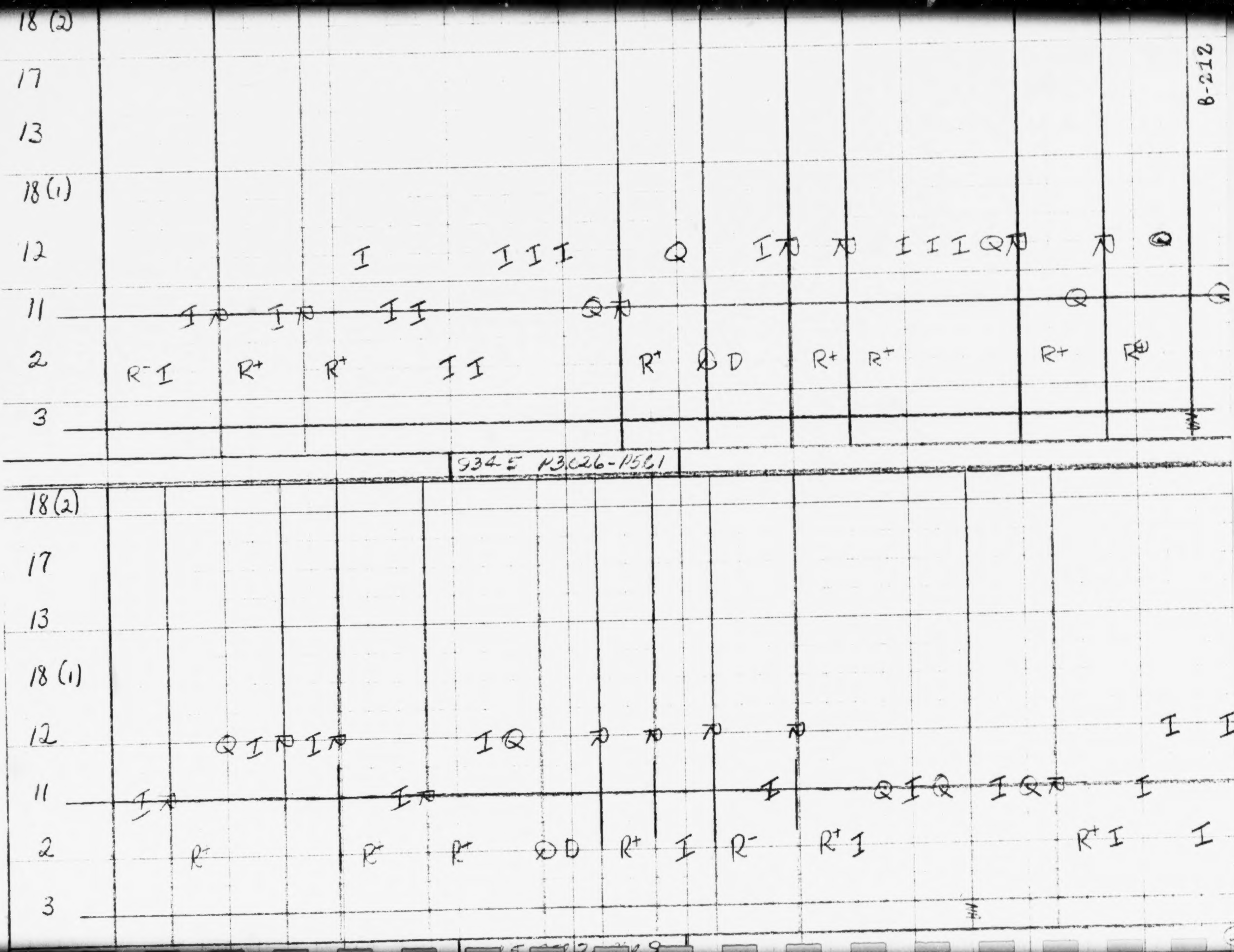
& B-210

b-211


18 (2)
17
13
18 (1)
12
11
2
3
I I I   I I I   I
Q Q   I Q   I   Q   Q   Q
R⁻   R⁺ D   D   D D D D D I I   I   R⁻
I   R⁻ R⁻

934-5 P1L1 - P2L14


18 (2)
17
13
18 (1)
12
11
2
3
Q   R   I Q   Q   Q   I I   I Q   Q   Q
R⁺ D   R⁻   R⁺ D   R⁺   R⁻ D   R⁺ I   R⁺ D   R⁻


18 (2)
17
13
18 (1)
12
11
2
3
I III Q I R R III Q R R Q
I R I R I I Q R Q
R- I R+ R+ I I R+ Q D R+ R+ R+ R
9345 P3C26-P5C1
18 (2)
17
13
18 (1)
12
11
2
3
Q I R I R I Q R R R R I I
I R I R I Q I Q I Q R I
R+ R+ R+ Q D R+ I R- R+ I R+ I I

B-213

18 (2)
17
13 LAUGHTER
18 (1)
12 I I I I Q₱ Q₱ Q I ₱ Q₱ I₱ Q₱
11 Q Q₱ ₱ Q₱ I
2 I D R^+ R^+ Ø R^- R^+ R^+ R^+
3 STOP I R^- ≡ R^- R^-₱₊D

934.5 P6210 . P7C23

18 (2)
17
13
18 (1)
12 Q₱ ₱ I₱ ₱ I₱ I₱ Q₱ ₱ ₱ ₱ Q ₱ ₱ Q
11 I
2 R^+ R^+ R^+ R^+ D ØD R^+ R^+ R^+ ØDD D R^+ R^+
3 R^- R^-₱

934.5 P7C24-P9C8

B-214

8 (2)
7
3
8 (1)
2 Q R R R R I Q R I R
1 I I Q R I R Q R I Q I R I R I R
2 R+ R+ R- R- R+ R+ R+ R+ D D D
3 R-

934-5 P9l9 - P10l20

18 (2)
7
13
18 (1)
12
11 Q R Q R Q
2 D D D D D D D D D D D D D D D D D D
3 R- I R- R- D STOP II R- D D / / / / D X R STOP III R- R-

SEAT WORK BEGINS

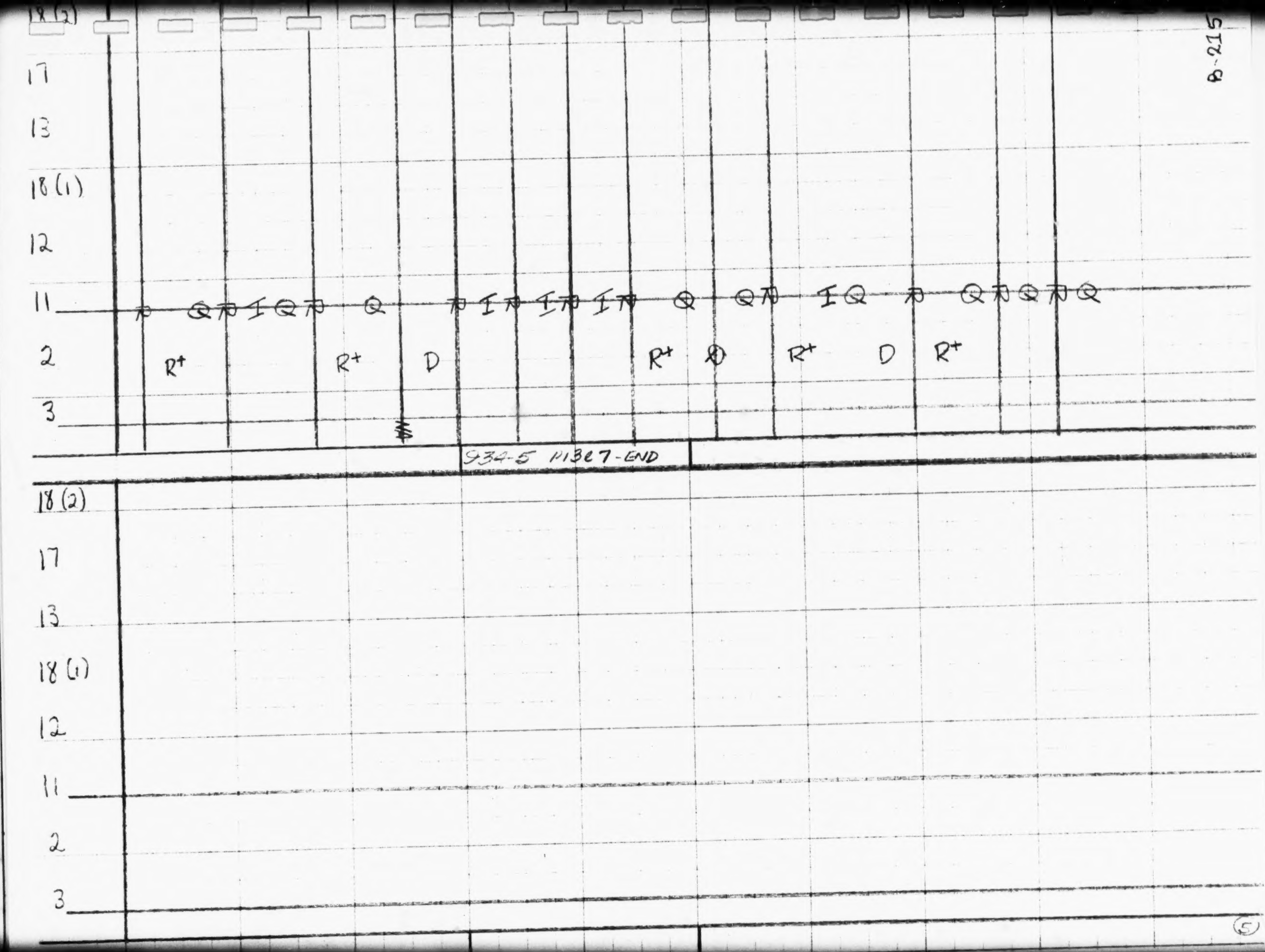
WORKING

STILL WORKING

STILL WORKING

STILL WORKING

93 5 P[illegible]21-[illegible]13 26


R Q R I Q R Q R I R I R I R Q Q R I Q R Q R Q R Q
R⁺ R⁺ D R⁺ Q R⁺ D R⁺
934-5 11367-END

APPENDIX C: DAILY PERCENTAGE TOTALS OF INTELLECTUAL LEVELS

ANALYSIS: Total of all classes

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
N,	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
6	t	18(2)	5	t			1	t					4	.1	1	t					5	.1
17	.2	17	9	t	1	t	7	t			2	t	5	.1							7	.1
255	2.3	13	131	1.2	8	t	116	1.0			9	.2	81	2.0							90	2 2
86	.7	18(1)	36	.3	1	t	49	.4			7	.1	29	.7	6	.1					42	.9
3352	29.8	12	1487	13.2	195	1.7	1670	14.9			166	4.0	1353	32.7	102	2.5					1621	39.2
2907	25.8	11	1579	14.0	92	.8	1223	10.9	13	.1	25	.6	1527	36.9	160	3.9					1712	41.4
4222	37.5	2	395	3.5	1934 + 272 -	17.2 2.4	362	3.2	1259	11.2	176	4.3	14 + 3 -	.3 t	56	1.4	88	2.1			2/ 337	8
396	3.5	3	48	.4	12 + 139 -	.1 1.2	63	.6	134	1.2	21	.5	10 + 14 -	.2 .3	17	.4	12	.3	249	6.0	3/ 74	1.
		Sub-total	3692	32.7	2654	23.5	3491	31.1	1406	12.5	406	9.7	3040	73.4	342	8.3	100	2.4	249	6.0		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	11244	3888	249	15381	73.0	25.3	1.7

t = trace (< .1)

ANALYSIS: 7/2 : Total Week

Subtotals No.	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No.	Subtotals %
		18(2)																				
		17																				
4	1.1	13	12	.9	1	.1	1	.1					11	2.3							11	2.3
20	1.5	18(1)	8	.6			12	.9					7	1.5	1	.2					8	1.7
28	23.7	12	149	10.8	20	1.4	159	11.5			35	7.3	122	25.3	23	4.8					180	37.4
16	230	11	149	10.8	18	1.3	148	10.8	1	.1	10	2.1	155	32.2	14	2.9					179	37.2
43	46.3	2	98	71	200 21	+ 14.4 - 1.4	54	3.9	270	19.5	39	8.1	4	+ .8 -	19	3.9	25	5.2			2/87	18
64	4.6	3	15	1.1	16	+ - 1.1	11	.8	22	1.6			1	+ - .2	2	.4	2	.4	12	2.5	3/5 PNA 12	1.0 2.5
		Sub-total	431	31.3	276	19.7	385	28.0	273	21.2	84	17.5	300	62.3	59	12.2	27	56	12	25		

	Number of Moves T	Number of Moves P	Number of Moves PNA	Number of Moves TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	1385	470	12	1867	74.2	25.2	.6

ANALYSIS: 721 TOTAL FOR WEEK

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
o.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		18(2)																				
		17																				
		13																				
		18(1)	0		0		0		0		0		0		2	.3	0				2	.3
8	30 0	**12**	305	22.4	30	2.2	113	5.4	0		20	3.0	260	39.2	25	3.8	0				305	46.0
95	36.4	**11**	254	18.7	11	.8	230	16.9	0		1	.2	230	34.6	5	.8	0				236	35.6
5	30.4	**2**	51	3.7	162 43	+ 11.9 - 3.2	25	1.8	134	9.8	33	5.0	4 0	+ .6 -	11	1.7	22	3.3			2/ 70	10.6
43	3.1	**3**	1	.1	0 18	+ - 1.3	10	.7	14	1.0	5	.8	1 0	+ .2 -	0		1	.2	44	6.6	3/ 7	1.2
		Sub-total	611	44.9	264	19.4	338	24.8	148	10.8	59	9.0	495	74.6	43	6.6	23	3.5	44	6.6		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	1361	620	44	2025	67.2	30.6	2.2

ANALYSIS: 734 TOTAL FOR WEEK

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		18(2)																				
		17																				
4	.3	13	3	.2	0		1	.1	0		0		2	.3	0		0				2	.3
22	1.3	18(1)	16	.9	0		6	.4	0		0		15	2.0	0		0				15	2.0
435	24.4	12	238	13.4	22	1.2	175	9.8	0		19	2.5	215	28.7	16	2.1	0				250	33.3
515	28.9	11	349	19.6	13	.7	152	8.5	1	.1	7	.9	345	46.1	18	2.4	0				370	49.4
762	42.7	2	77	4.3	387 + 59 -	21.7 3.3	29	1.6	210	11.8	34	4.5	0 + 0 -		12	1.6	17	2.2			2/63	8.3
44	2.5	3	7	.4	1 + 21 -	.1 1.2	0		15	.8	5	.7	0 + 4 -	 .6	9	1.2	3	.4	21	3.7	3/21	2.
		Sub-total	690	38.8	503	28.2	363	204	226	12.7	65	8 6	581	77.1	55	73	20	2.6	21	3.7		

	Number of Moves T	P	PNA	TOTAL	% of Total Moves T	P	PNA
GRAND TOTAL	1782	721	28	2531	70.4	28.5	1.1

ANALYSIS: 812 TOTAL FOR WEEK

Subtotals			T								P										Subtotals	
			Q		R		I		D		Q		R		I		D		PNA			
No.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		18(2)																				
		17																				
9	1.8	**13**	12	1.1	1	.1	5	.5	1	.1	2	.5	5	1.3	0		0				7	1.8
2	.2	**18(1)**	0		0		2	.2	0		0		0		0		0					
165	15.3	**12**	84	7.8	12	1.1	69	6.4	0		11	2.9	76	20.3	5	1.3	0				92	24.5
322	30.0	**11**	244	22.7	1	.1	76	7.1	1	.1	0		227	60.7	5	1.3	0				232	62.0
521	48.4	**2**	13	1.2	265 + 40 -	24.6 3.7	30	2.8	173	16.1	13	3.5	0 + 0 -		2	.5	2	.5			2/17	4.5
17	4.4	**3**	5	.5	0 + 8 -	.7	14	1.3	20	1.9	0		2 + 0 -	.5	1	.2	0		23	6.1	3/3	.7
		Sub-total	358	33.3	327	30.3	196	18.3	195	18.2	26	6.9	310	82.8	13	3.3	2	.5	23	6.1		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	1076	351	23	1450	74.2	24.2	1.6

ANALYSIS: 825 TOTAL FOR [illegible]

	Subtotals:		T								P										Subtotals:	
			Q		R		I		D		Q		R		I		D		PNA			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
18(2)		.1	1	.1	0		0		0		0		1	.4	0		0				1	.4
17																						
13	0	1.2	6	.7	0		4	.5	0		0		5	1.9	0		0				5	1.9
18(1)	6	1.8	0		0		16	1.8	0		0		0		0		0					
12	10	23.7	57	6.4	6	.7	147	16.6	0		4	1.6	54	20.9	8	3.1	0				66	25 6
11	18	35.9	111	12.5	8	.9	199	22.5	0		1	.4	111	43.0	42	16.6	0				160	62.0
2	17	35.9	21	2.4	109 + 13 -	12.3 1.5	75	8.5	99	11.2	6	2 3	0 + 0 -		0		7	2.7			2/13	5 0
3	4	1.5	1	.1	2 + 6 -	.2 .7	3	.3	2	.2	2	.8	1 + 0 –	.4	0		2	.8	8	31	3/5	2.0
Sub-total			171	2.2	144	16.3	444	50.2	101	11.4	13	5.1	172	66.6	56	21.7	9	3.5	8	3.1		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	886	250	8	1144	77.4	21.9	.7

ANALYSIS: 832 TOTAL FOR WEEK

	Subtotals		T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
18(2)																						
17																						
13	21	1.3	2	.1	0		17	1.1	2	.1	0		1	.2	0		0				1	.2
18(1)	5	.3	0		0		5	.3	0		0		0		0		0					
12	51	41.5	349	22.3	7	.4	295	18.8	0		4	.8	350	68.2	3	.6	0				357	69.6
11	284	18.2	73	4.7	9	.6	202	12.9	0		1	.2	78	15.2	41	8.0	0				120	23.4
2	85	37.2	32	2.0	323 + 20.5 34 - 2.1		40	2.6	156	10.0	10	1.9	0 + 0 -		4	.8	1	.2			2/ 15	2.
3	20	1.4	1	.1	1 + .1 9 - .6		3	.2	6	.4	0		0 + 0 -		0		0		21	4.1	3/	
Sub-total			457	29.2	383	24.3	562	35.9	164	10.5	15	2.9	429	83.6	48	9.4	1	.2	21	4.1		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	1566	493	21	2079			

ANALYSIS: 9/4: Weekly Totals

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4	.4	18(2)	4	.4									3	1.0	1	.3					4	1.3
		17																				
12	3.7	13	9	.8			33	2.9					9	3.1	10	3.3					19	6.4
2	1.2	18(1)	6	.6			6	.6					7	2.4	3	1.0					10	3.4
22	54.6	12	62	5.4	46	4.0	514	45.2			50	17.4	49	17.1	15	5.2					114	39.7
19	19.3	11	75	6.6	9	.8	135	11.9			3	1.0	60	20.9	20	7.0					83	28.9 other
97	18.6	2	17	1.5	88 + 15 -	77 1.3	44	3.9	48	4.2	7	2.4	+ -		5	1.7	6	2.1			2 18	6.2
27	2.4	3	2	.2	2 + 9 -	2 .8	1	.1	13	1.1	2	.7	+ 1	 -.3	1	.3			25	87	3 10 4 13	3.[illegible]
		Sub-total	175	15.4	169	14.9	733	64.4	61	5.4	62	21.6	129	44.9	55	19.2	6	2.1	25	87	10	3.3

	Number of Moves			*	% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	1138	252	35	1425	79.9	17.7	2.5

* including 10 other

ANALYSIS: 923: Total Week

Subtotals			T								P										Subtotals	
			Q		R		I		D		Q		R		I		D		PNA			
No.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	.1	18(2)					1	.1														
17	1.5	17	9	.8	1	.1	7	.6			2	.5	5	1.2							7	1.7
148	13.1	13	87	7.7	6	.5	55	4.9			7	1.6	48	11.1							55	12.7
9	.8	18(1)	6	.5	1	.1	2	.2			7	1.6									7	1.6
384	34.1	12	171	15.2	50	4.4	163	14.5			22	5.1	144	33.4	7	1.6					173	40.1
172	15.2	11	104	9.2	16	1.4	42	3.7	10	.9	2	.5	101	23.4							103 *	23.9
338	29.9	2	58	5.1	203 21	+18.0 -1.9	49	4.3	7	.6	8	1.9	6 3	+1.4 -.7							17	4.0
58	5.1	3	11	1.0	4 2	+.3 -.2	16	1.4	25	2.2	4	1.0	1 5	+.3 -1.2	2	.5			57	13.2	12	3.0
		Sub-total	446	39.6	304	27.0	335	29.7	42	3.7	52	12.1	313	72.6	9	2.1			57	13.2		

	Number of Moves T	Number of Moves P	Number of Moves PNA +	Number of Moves TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	1127	374	57	1558	72.3	24.0	3.7

* including general

ANALYSIS: 934 TOTAL FOR WEEK

Subtotals			T								P								PNA		Subtotals:	
			Q		R		I		D		Q		R		I		D					
No.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		18(2)																				
		17																				
		13																				
		18(1)																				
49	16.0	**12**	72	7.8	2	.2	75	8.0	0		1	.3	83	20.9	0		0				84	21.2
66	28.8	**11**	220	23.8	7	.8	39	4.2	0		0		220	55.3	9	2.3	0				229	57.6
29	46.4	**2**	28	3.0	197 + 26 -	21.3 2.8	16	1.7	162	17.6	26	6.5	0 + 0 -		3	.8	8	2.0			1/37	9.3
79	8.4	**3**	5	.5	2 + 50 -	.2 5.4	5	.5	17	1.8	3	.8	5 + 3 -	1.3 .8	2	.6	4	1.0	31	7.8	3/17	4.5
		Sub-total	325	35.1	284	30.7	135	14.4	179	19.4	30	7.6	311	78.3	14	3.7	12	3.0	31	7.8		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	923	367	31	1321	69.9	27.8	2.3

ANALYSIS: 712-1 TOTAL

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		18(2)	0		0		0		0		0		0		0		0					
		17	0		0		0		0		0		0		0		0					
1	.3	**13**	1	.3	0		0		0		0		1	.9	0		0				1	.9
		18(1)	0		0		0		0		0		0		0		0					
65	19.9	**12**	28	8.6	5	1.5	32	9.8	0		9	8.3	27	25	2	1.9	0				38	35.2
54	16.5	**11**	30	9.2	3	.9	20	6.1	1	.3	2	1.9	34	31.5	1	.9	0				37	34.2
89	57.9	**2**	21	6.4	45 5	+13.8 - 1.5	16	4.9	102	31.3	13	12	0 + 0 -		0		15	13.9			2/28	25.9
7	5.2	**3**	2	.6	0 + 2 -	 .6	1	.3	12	3.7	0		0 + 0 -		0		1	.9	3	2.8	3/1	.9
		Sub-total	82	25.1	60	18.3	69	21.1	115	35.3	24	22.2	62	57.4	3	2.8	16	14.8	3	2.8		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	326	105	3	434	75.1	24.2	.7

Total

ANALYSIS: 712-2

Subtotals No	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No	Subtotals %
		18(2)																				
		17																				
1	.4	**13**	1	.4	0		0		0		0		1	.9	0		0				1	.9
5	1.8	**18(1)**	2	.7	0		3	1.1	0		0		2	1.8	0		0				2	1.8
93	34.5	**12**	48	17.8	4	1.5	41	15.2	0		7	6.2	41	36.3	4	3.5	0				52	46
56	20.9	**11**	44	16.4	1	.4	11	4.1	0		0		38	33.6	1	.9	0				39	34.5
112	41.6	**2**	11	4.1	56 +20.8 3 -1.1		14	5.2	28	10.4	5	4.4	1 +.9 0 -		10	8.8	2	1.2			3/ 18	15.9
2	.7	**3**	0		0 + 0 -		0		2	.7	0		0 + 0 -		0				1	.9	3/	
		Sub-total	106	39.4	64	23.8	69	25.6	30	11.1	12	10.6	83	73.5	15	13.2	2	1.8	1	.9		

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	269	112	1	385	70.6	29.1	.3

ANALYSIS: 712-2 Total

	Subtotals		T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
	lo	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
18(2)																						
17																						
13	2	6.2	10	5.2	1	.5	1	.5	0		0		9	16.1	0		0				9	16.1
18(1)	7	3.7	3	1.6	0		4	2.1	0		0		2	3.6	1	1.8	0				3	5.4
12	0	21	15	7.9	1	.5	24	12.6	0		2	3.6	9	16.1	5	8.9	0				16	[illegible]
11	9	20.4	11	5.8	1	.5	27	14.1	0		1	1.8	14	25	3	5.4	0				18	[illegible]
2	18	40.8	15	7.9	18 2	+ 9.4 - 1	7	3.7	3	18.8	1	1.8	2 0	+ 3.6 -	4	7.1	1	1.8			2/ 2	14.3
3	5	7.8	1	.5	0 5	+ - 2.6	5	2.6	4	2.1	0		0 1	+ - 1.8	0		1	1.8	0	0	3/ [illegible]	3.6
Sub-total			52	22.9	27	14.5	68	35.6	40	20.9	4	7.2	37	66.2	13	23.2	2	3.6	0	0		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	191	56	0	247	77.3	22.7	0

Total

ANALYSIS: 712-4

	Subtotals		T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
	No	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
18(2)																						
17																						
13																						
18(1)	8	3.8	3	1.4	0		5	2.4	0		0		3	3.9	0		0				3	3.9
12	35	16.6	15	7.1	1	.5	19	9	0		7	9.1	11	14.3	3	3.9	0				21	27.3
11	66	31.3	32	15.2	4	1.9	30	14.2	0		2	2.6	37	48.1	4	5.2	0				43	55.9
2	99	46.9	22	10.4	30 1	+ 14.2 - .5	1	.5	45	21.3	2	2.6	0 0	+ -	2	2.6	5	6.5			9	11.7
3	3	1.4	1	.5	0 2	+ - .9	0		0		0		0 0	+ -	0		0		1	1.3		
Sub-total			73	34.6	37	18	55	26.1	45	21.3	11	14.3	51	66.3	9	11.7	5	6.5	1	1.3		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	211	76	1	288	73.3	26.4	.3

ANALYSIS: 712-5

Total

Subtotals No.	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No.	Subtotals %
		18(2)																				
		17																				
		13																				
		18(1)																				
75	24.5	**12**	43	11.1	9	2.3	43	11.1	0		10	7.8	34	26.6	9	7	0				53	41.4
101	26	**11**	32	8.2	9	2.3	60	15.5	0		5	3.9	32	25	5	3.9	0				42	32.8
165	42.5	**2**	29	7.5	51 + 10	13.1 -2.6	16	4.1	59	15.2	19	14.1	1 + 0 -	.8	3	2.3	2	1.6			2/24	18.8
27	6.9	**3**	11	2.8	0 + 7 -	1.8	5	1.3	4	1.0	0		0 + 0 -		2	1.6	0		7	5.5	3/2	1.6
		Sub-total	115	29.6	86	22.1	124	32.	63	16.2	33	25.8	67	52.4	19	14.8	2	1.6	7	5.5		

	Number of Moves T	Number of Moves P	Number of Moves PNA	Number of Moves TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	387	121	7	516	75.2	23.4	1.4

ANALYSIS: 721-1

TOTAL

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			No	%
		18(2)																				
		17																				
		13																				
		18(1)																				
78	23.5	**12**	65	19.6	5	1.5	8	2.4	0		1	.5	45	24.2	1	.5	0				47	25.2
49	44.9	**11**	118	35.6	1	.3	30	9	0		0		120	64.5	1	.5	0				121	65
91	27.5	**2**	16	4.8	37 + 10 -	11.2 3	3	.9	25	7.6	3	1.6	4 + 0 -	2.2	0		1	.5	No.	%	2/ 8	4.3
13	3.9	**3**	0		0 + 6 -	1.8	1	.3	6	1.8	0		0 + 0 -		0		1	.5	9	4.8	3/ 1	.5
		Sub-total	199	60	59	17.8	42	12.6	31	9.4	4	2.1	169	90.9	2	1	2	1	9	4.8		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	331	177	9	517	64	34.2	1.7

ANALYSIS: 721-2 TOTAL

	Subtotals			T								P										Subtotals	
				Q		R		I		D		Q		R		I		D		PNA			
	No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
			18(2)																				
			17																				
			13																				
			18(1)																				
	128	36.4	**12**	92	26.1	9	2.6	27	7.7	0		7	4.1	86	50	3	1.7	0				96	55.8
	110	31.3	**11**	76	21.6	6	1.7	28	8	0		0		58	33.7	0		0				58	33.7
	108	30.7	**2**	8	2.3	59 12	+16.8 - 3.4	4	1.1	25	7.1	4	2.3	0 0	+ -	2	1.2	5	2.9			2/ 11	6.4
	6	1.8	**3**	0		0 2	+ - .6	1	.3	3	.9	0		0 0	+ −	0		0		7	4.1	3/	
			Sub-total	176	50	88	25.1	60	17.1	28	8	11	6.4	144	83.7	5	2.9	5	2.9	7	4.1		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	352	165	7	524	67.2	31.5	1.3

ANALYSIS: 721-3

TOTAL

	Subtotals		T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
18(2)																						
17																						
13																						
18(1)																						
12	19	35.7	68	30.9	3	1.4	8	3.6	0		5	5.2	49	51	3	3.1	0				57	59.3
11	54	24.5	10	4.5	1	.5	43	19.5	0		0		8	8.3	0		0				8	8.3
2	72	32.7	8	3.6	27 6	+12.3 -2.7	5	2.3	26	11.8	3	3.1	0 0	+ -	0		2	2.1			2/5	5.2
3	5	6.9	1	.5	0 1	+ - .5	8	3.6	5	2.3	5	5.2	0 0	+ -	0		0		21	21.9	3/5	5.2
Sub-total			87	39.5	38	17.4	64	29	31	14.1	13	13.5	57	59.3	3	3.1	2	2.1	21	21.9		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	220	75	21	316	69.6	23.7	6.6

ANALYSIS: 721-4 Total

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
		13																				
		18(1)																				
8	5.8	**12**	7	5.1	1	.7	0		0		1	1.4	9	12.2	1	1.4	0				11	15
73	67.4	**11**	41	29.7	0		52	37.7	0		0		41	55.4	0		0				41	55.4
37	26.7	**2**	6	4.3	17 2	+12.3 -1.4	1	.7	11	8	13	17.6	0 0	+ -	2	2.7	6	8.1		2/	21	28.4
		3	0		0 0	+ -	0		0		0		0 0	+ -	0		0		1	1.4 3/		
		Sub-total	54	39.1	20	14.4	53	38.4	11	8	14	19	56	67.6	3	4.1	6	8.1	1	1.4		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	138	73	1	212	65.1	34.4	.5

ANALYSIS: 721-5 TOTAL

Subtotals No.	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No	Subtotals %
		18(2)																				
		17																				
		13																				
		18(1)									0		0		2	1.5	0				2	1.5
115	36	12	73	22.8	12	3.8	30	9.4	0		6	4.4	71	52.2	17	12.5	0				94	69.1
89	27.8	11	9	2.8	3	.9	77	24.1	0		1	.7	3	2.2	4	2.9	0				8	5.8
107	33.6	2	13	4.1	22 13	+6.9 -4.1	12	3.8	47	14.7	10	7.4	0 0	+ -	7	5.1	8	5.9			2/25	18
9	2.8	3	0		0 9	+ -2.8	0		0		0		1 0	+.7 –	0		0		6	4.4	3/1	.7
		Sub-total	95	29.7	59	18.5	119	37.3	47	14.7	17	12.5	75	55.1	30	22	8	5.9	6	4.4		

	Number of Moves T	Number of Moves P	Number of Moves PNA	Number of Moves TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	320	130	6	456	70.2	28.5	1.3

ANALYSIS: 734-1

TOTAL

Subtotals No	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No	Subtotals %
		18(2)																				
		17																				
		13																				
13	5	**18(1)**	11	4.2	0		2	.8	0		0		10	12	0		0				10	12
46	17.4	**12**	33	12.5	1	.4	12	4.5	0		0		32	38.6	0		0				32	38.6
55	20.8	**11**	24	9.1	4	1.5	26	9.8	1	.4	0		19	22.9	4	4.8	0				23	27.7
140	53	**2**	18	6.8	44 3	+16.7 -1.1	8	3	67	25.4	8	9.6	0 + 0 -		2	2.4	4	48			2/ 14	16.8
10	3.8	**3**	0		0 + 1 -	.4	0		9	3.4	1	1.2	0 + 0 -		0		0		3	3.6	3/ 1	1.2
		Sub-total	86	32.6	53	20.1	48	18.1	77	29.2	9	10.8	61	73.5	6	7.2	4	4.8	3	3.6		

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	264	80	3	347	76.1	23.1	.9

ANALYSIS: 734-2 TOTAL

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
1	.3	13	1	.3	0		0		0		0		0		0		0					
		18(1)	0		0		0		0		0		0		0		0					
124	32.3	12	69	18	7	1.8	48	12.5	0		5	3	66	39.3	4	2.4	0				75	44.7
82	21.4	11	74	19.3	1	.3	7	1.8	0		1	.6	68	40.5	0		0				69	41.1
172	44.9	2	18	4.7	83 + 23 -	21.7 6	7	1.8	41	10.7	4	2.4	0 + 0 -		7	4.2	4	2.4			2/ 15	9
4	1	3	0		0 + 4 -	 1	0		0		0		0 + 1 -	 .6	0		0		8	4.8	3/ 1	.6
		Sub-total	162	42.3	118	30.8	62	16.1	41	10.7	10	6	135	80.4	11	6.6	4	2.4	8	4.8		

	Number of Moves T	P	PNA	TOTAL	% of Total Moves T	P	PNA
GRAND TOTAL	383	160	8	551	69.5	29	1.5

ANALYSIS: 734-3 TOTAL

Subtotals			T								P										Subtotals	
			Q		R		I		D		Q		R		I		D		PNA			
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
3	.8	13	2	.5	0		1	.3	0		0		2	1.1	0		0				2	1.1
7	1.8	18(1)	5	1.3	0		2	.5	0		0		5	2.6	0		0				5	2.6
113	29.8	12	75	19.8	5	1.3	33	8.7	0		4	2.1	61	32.3	6	3.2	0				71	37.6
87	22.9	11	64	16.9	2	.5	21	5.5	0		0		79	41.8	2	1.1	0				81	42.9
147	38.8	2	10	2.6	97 8	+25.6 -2.1	6	1.6	26	6.9	8	4.2	0 0	+ -	1	.5	1	.5			2/ 10	5.2
22	5.9	3	4	1.1	1 11	+ .3 - 2.9	0		6	1.6	4	2.1	0 2	+ - 1.1	6	3.2	1	.5	7	3.7	3/ 13	6.9
		Sub-total	160	42.2	124	32.7	63	16.6	32	8.5	16	8.4	149	78.9	15	8	2	1	7	3.7		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	379	182	7	568	66.7	32	1.2

ANALYSIS: 734 - 4

TOTAL

Subtotals No	%		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No.	%
		18(2)																				
		17																				
		13																				
1	.2	**18(1)**	0		0		1	.2	0		0		0		0		0					
78	17	**12**	27	5.9	6	1.3	45	9.8	0		8	4	27	13.4	3	1.5	0				38	18.9
185	40.1	**11**	132	28.6	2	.4	51	11.1	0		5	2.5	128	63.4	5	2.5	0				138	68.4
191	41.3	**2**	14	3	115 18	+24.9 -3.9	6	1.3	38	8.2	7	3.5	0 + 0 -		1	.5	6	3			2/ 14	7
6	1.3	**3**	2	.4	0 + 4	-.9	0		0		0		0 + 1	-.5	2	1	2	1	7	3.5	3/ 5	2.5
		Sub-total	175	37.9	145	31.4	103	22.4	38	8.2	20	10	156	77.3	11	5.5	8	4	7	3.5		

	Number of Moves T	P	PNA	TOTAL	% of Total Moves T	P	PNA
GRAND TOTAL	461	195	7	663	69.5	29.4	1.1

ANALYSIS: 734-5

TOTAL

Subtotals No.	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No.	Subtotals %
		18(2)																				
		17																				
		13																				
1	.3	**18(1)**	0		0		1	.3	0		0		0		0		0					
74	25	**12**	34	11.5	3	1	37	12.5	0		2	1.9	29	27.1	3	2.8	0				34	31.8
106	35.9	**11**	55	18.6	4	1.4	47	15.9	0		1	.9	51	47.7	7	6.5	0				59	55.1
112	38.1	**2**	17	5.8	48 7	+16.3 -2.4	2	.7	38	12.9	7	6.5	0 + 0 -		1	.9	2	1.9			2/ 10	9.3
2	.6	**3**	1	.3	0 + 1 -	.3	0		0		0		0 + 0 -		1	.9	0		3	2.8	3/ 1	.9
		Sub-total	107	36.2	63	21.4	87	29.4	38	12.9	10	9.3	80	74.8	12	11.1	2	1.9	3	2.8		

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	295	104	3	402	73.4	25.9	.7

ANALYSIS: 812-1

TOTAL

Subtotals			T								P										Subtotals	
			Q		R		I		D		Q		R		I		D		PNA			
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
		13																				
		18(1)																				
44	30.6	12	37	25.7	0		7	4.9	0		0		37	66.1	0		0				37	66.1
16	11.1	11	12	8.3	0		4	2.8	0		0		12	21.4	0		0				12	21.4
73	50.7	2	2	1.4	36 + 25 3 - 2.1		2	1.4	30	20.8	3	5.4	0 + 0 -		0		1	1.8			2/4	7.2
11	7.7	3	1	.7	0 + 1 - .7		2	1.4	7	4.9	0		0 + 0 -		0		0		3	5.4	3/	
		Sub-total	52	36.1	40	27.8	15	10.5	37	25.7	3	5.4	49	87.5	0	0	1	1.8	3	5.4		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	144	53	3	200	72	26.5	1.5

ANALYSIS: 812-2

TOTAL

Subtotals No	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No	Subtotals %
		18(2)																				
		17																				
5	2.6	13	4	2.1	0		1	.5	0		0		3	5.2	0		0				3	5.2
1	.5	18(1)	0		0		1	.5	0		0		0		0		0					
9	4.8	12	5	2.7	1	.5	3	1.6	0		2	3.4	4	6.9	0		0				6	10.3
56	29.9	11	46	24.6	0		10	5.3	0		0		38	65.5	4	6.9	0				42	72.4
108	57.8	2	5	2.7	42 5	+22.5 -2.7	10	5.3	46	24.6	2	3.4	0 + 0 -		1	1.7	0				2/ 3	5.1
8	4.3	3	0		0+ 2	- 1.1	4	2.1	2	1.1	0		1 0–	+1.7	0		0		3	5.2	3/ 1	1.7
		Sub-total	60	32.1	50	26.8	29	15.3	48	25.7	4	6.8	46	79.3	5	8.6	0	0	3	5.2		

	Number of Moves T	Number of Moves P	Number of Moves PNA	Number of Moves TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	187	55	3	245	76.3	22.4	1.2

ANALYSIS: 812-3

TOTAL

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
		13																				
1	.5	18(1)	0		0		1	.5	0		0		0		0		0					
13	6.9	12	9	4.8	1	.5	3	1.6	0		0		4	6	0		0				4	6
79	42.3	11	65	34.8	0		14	7.5	0		0		57	85.1	0		0				57	85.1
89	47.5	2	4	2.1	51 7	+27.3 - 3.7	7	3.7	20	10.7	0		0 0	+ -	0		0					
5	2.7	3	0		0+ 0-		2	1.1	3	1.6	0		0+ 0-		0		0		6	9		
		Sub-total	78	41.7	59	31.5	27	14.4	23	12.3	0	0	61	91.1	0	0	0	0	6	9		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	187	61	6	254	73.6	24	2.4

ANALYSIS: 812-4

TOTAL

Subtotals No	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No	Subtotals %
		18(2)																				
		17																				
11	5.1	**13**	6	2.7	1	.5	3	1.4	1	.5	2	2.9	2	2.9	0		0				4	5.8
		18(1)																				
43	19.5	**12**	15	6.8	8	3.6	20	9.1	0		3	4.3	14	20	2	2.9	0				19	27.2
61	27.7	**11**	44	20	0		17	7.7	0		0		38	54.3	0		0				38	54.3
95	43.3	**2**	1	.5	53 7	+24.1 -3.2	5	2.3	29	13.2	1	1.4	0 + 0 -		1	1.4	0				2/2	2.8
10	4.6	**3**	1	.5	0 + 1 -	 .5	6	2.7	2	.9	0		0 + 0 -		0		0		7	10	3/	
		Sub-total	67	30.5	70	31.9	51	23.2	32	14.6	6	8.6	54	77.2	3	4.3	0		7	10		

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	220	63	7	290	75.9	21.7	2.4

ANALYSIS: 812-5

TOTAL

Subtotals No	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No	Subtotals %
		18(2)																				
		17																				
3	.9	13	2	.6	0		1	.3	0		0		0		0		0					
		18(1)																				
56	16.6	12	18	5.3	2	.6	36	10.7	0		6	4.9	17	13.8	3	2.4	0				26	21.1
110	32.6	11	77	22.8	1	.3	31	9.2	1	.3	0		82	66.7	1	.8	0				83	67.5
156	46.2	2	1	.3	83 18	+24.6 -5.3	6	1.8	48	14.2	7	5.7	0 0	+ -	0		1	.8			2/8	6.5
13	3.9	3	3	.9	0 4	+ -1.2	0		6	1.8	0		1 0	+.8 -	1	.8	0		4	3.3	3/2	1.6
		Sub-total	101	29.9	108	32	74	22	55	16.3	13	10.6	100	81.3	5	4	1	.8	4	3.3		

	Number of Moves T	Number of Moves P	Number of Moves PNA	Number of Moves TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	338	119	4	461	73.3	25.8	.9

ANALYSIS: 825-1

TOTAL

Subtotals No	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No	Subtotals %
		18(2)																				
		17																				
1	.4	13	1	.4	0		0		0		0		1	1.4	0		0				1	1.4
7	2.7	18(1)	0		0		7	2.7	0		0		0		0		0					
81	31.5	12	25	9.7	2	.8	54	21	0		3	4.3	23	33.3	3	4.3	0				29	41.9
65	25.4	11	29	11.3	4	1.6	32	12.5	0		1	1.4	27	39.1	4	5.8	0				32	46.3
97	37.7	2	5	1.9	42 0	+16.3 -	28	10.9	22	8.6	1	1.4	0 0	+ -	0		1	1.4			2/2	2.8
6	2.4	3	1	.4	1 1	+.4 -.4	2	.8	1	.4	1	1.4	1 0	+1.4 -	0		1	1.4	2	2.9	3/3	4.2
		Sub-total	61	23.7	50	19.5	123	47.9	23	9	6	8.5	52	75.2	7	10.1	2	2.8	2	2.9		

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	257	67	2	326	78.8	20.6	.6

ANALYSIS: 825-2 TOTAL

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
1	.4	18(2)	1	.4	0		0		0		0		1	1.4	0		0				1	1.4
		17																				
3	1.3	13	1	.4	0		2	.9	0		0		0		0		0					
6	2.6	18(1)	0		0		6	2.6	0		0		0		0		0					
56	24.4	12	11	4.8	1	.4	44	19.2	0		1	1.4	12	17.4	5	7.2	0				18	26
90	39.2	11	25	10.9	1	.4	64	27.9	0		0		25	36.2	14	20.3	0				39	56.5
70	30.6	2	9	3.9	21 + 2 -	9.2 .9	15	6.6	23	10	2	2.9	0 + 0 -		0		6	8.7			2/ 8	11.6
3	1.3	3	0		0 + 3 -	 1.3	0		0		0		0 + 0 -		0		0		3	4.3	3/	
		Sub-total	47	20.4	28	12.2	131	57.2	23	10	3	4.3	38	55	19	27.5	6	8.7	3	4.3		

	Number of Moves				% of Total Moves			
	T	P	PNA	TOTAL	T	P	PNA	
GRAND TOTAL	229	66	3	295	77.6	22.4	1	101%

ANALYSIS: 825-3 TOTAL

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
5	3.1	13	4	2.5	0		1	.6	0		0		4	6.7	0		0				4	6.7
3	1.9	18(1)	0		0		3	1.9	0		0		0		0		0					
39	24.1	12	16	9.9	3	1.9	20	12.3	0		0		14	23.3	0		0				14	23.3
58	35.8	11	17	10.5	0		41	25.3	0		0		17	28.3	20	33.3	0				37	61.6
45	34	2	2	1.2	21 6	+13 -3.7	16	9.9	10	6.2	2	3.3	0 + 0 -		0		0				2/ 2	3.3
2	1.2	3	0		1 + 1 -	.6 .6	0		0		0		0 + 0 -		0		0		3	5	3/	
		Sub-total	39	24.1	32	19.8	81	50	10	6.2	2	3.3	35	58.3	20	33.3	0		3	5		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	162	57	3	222	73	25.7	1.4

ANALYSIS: 825-4 TOTAL

Subtotals No	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No	Subtotals %
		18(2)																				
		17																				
1	.8	13	0		0		1	.8	0		0		0		0		0					
		18(1)																				
18	13.7	12	3	2.3	0		15	11.4	0		0		4	9.8	0		0				4	9.8
70	53.1	11	24	18.2	1	.8	45	34.1	0		0		26	63.4	8	19.5	0				34	82.9
40	30.3	2	2	1.5	18 3	+13.6 -2.3	10	7.6	7	5.3	1	2.4	0 + 0 -		0		0				2/1	2.4
3	2.4	3	0		0 + 1 -	.8	1	.8	1	.8	1	2.4	0 + 0 -		0		1	2.4	0	0	3/2	4.8
		Sub-total	29	22	23	17.5	72	54.7	8	6.1	2	4.8	30	73.2	8	19.5	1	2.4	0	0		

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	132	41	0	173	76.3	23.7	0

ANALYSIS: 825-5 TOTAL

Subtotals No	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	Subtotals No	Subtotals %	PNA No.	PNA %
		18(2)																				
		17																				
		13																				
		18(1)																				
16	15.1	12	2	1.9	0		14	13.2	0		0		1	5.3	0		0		1	5.3		
35	33	11	16	15.1	2	1.9	17	16	0		0		16	84.2	2	10,5	0		18	94.7		
55	51.9	2	3	2.8	7 2	+6.6 -1.9	6	5.7	37	34.9	0		0 0	+ -	0		0					
		3			+ -								+ -								0	0
		Sub-total	21	19.8	11	10.4	37	34.9	37	34.9	0	0	17	89.5	2	10,5	0	0			0	0

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	106	19	0	125	84.8	15.2	0

ANALYSIS: 832-1 TOTAL

Subtotals			T								P								PNA			Subtotals	
			Q		R		I		D		Q		R		I		D						
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		No	%
		18(2)																					
		17																					
8	2.2	13	0		0		8	2.2	0		0		0		0		0						
		18(1)																					
170	47.4	12	73	20.3	2	.6	95	26.5	0		1	.9	73	67.6	2	1.9	0					76	70.4
39	10.9	11	24	6.7	1	.3	14	3.9	0		0		23	21.3	0		0					23	21.3
140	39	2	5	1.4	80 8	+22.3 -2.2	16	4.5	31	8.6	2	1.9	0 + 0 -		0		0				2/	2	1.9
2	.6	3	0		0 + 2 -	.6	0		0		0		0 + 0 -		0		0		7	6.5	3/		
		Sub-total	102	28.4	93	26	133	37.1	31	8.6	3	2.8	96	88.9	2	1.9	0		7	6.5			

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	359	101	7	467	76.9	21.6	1.5

ANALYSIS: 832-2

TOTAL

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
		13																				
		18(1)																				
156	46.1	12	108	31.9	0		48	14.2	0		0		101	89.4	0		0				101	89.4
31	9.2	11	3	.9	5	1.5	23	6.8	0		0		5	4.4	0		0				5	4.4
152	44.9	2	8	2.4	98 1	+28.9 - .3	7	2.1	38	11.2	5	4.4	0 + 0 -		0		0				2/ 5	4.4
		3	0		0 + 0 -		0		0		0		0 + 0 -		0		0		2	1.8		
		Sub-total	119	35.2	104	30.7	78	23.1	38	11.2	5	4.4	106	93.8	0		0		2	1.8		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	339	111	2	452	75	24.6	.4

ANALYSIS: 832-3

TOTAL

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
1	.5	13	1	.5	0		0		0		0		1	1.4	0		0				1	1.4
		18(1)																				
71	32	12	38	17.1	3	1.4	30	13.5	0		3	4.3	35	50.7	0		0				38	55
50	22.6	11	19	8.6	2	.9	29	13.1	0		1	1.4	24	34.8	0		0				25	36.2
93	42	2	6	2.7	42 + 3 -	18.9 1.4	5	2.3	37	16.7	0		0 + 0 -		1	1.4	1	1.4			2/2	2.8
7	3.3	3	0		0 + 3 -	 1.4	1	.5	3	1.4	0		0 + 0 -		0		0		3	4.3		
		Sub-total	64	28.9	53	24	65	29.4	40	18.1	4	5.7	60	86.9	1	1.4	1	1.4	3	4.3		

110.4

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	222	66	3	291	76.3	22.7	1

ANALYSIS: 832-4

TOTAL

Subtotals			T								P								PNA		Subtotals	
No	%		Q		R		I		D		Q		R		I		D				No	%
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
		18(2)																				
		17																				
		13																				
5	1.9	18(1)	0		0		5	1.9	0		0		0		0		0					
113	41.8	12	51	18.9	2	.7	60	22.2	0		0		52	82.5	0		0				52	82.5
60	22.3	11	5	1.9	0		55	20.4	0		0		3	4.8	0		0				3	4.8
86	31.8	2	3	1.1	41 9	+15.2 -3.3	9	3.3	24	8.9	3	4.8	0 + 0 -		0		0				~~2~~ 3	4.8
6	2.3	3	1	.4	0 + 3 -	1.1	1	.4	1	.4	0		0 + 0 –		0		0		5	7.9		
		Sub-total	60	22.3	55	20.3	130	48.2	25	9.3	3	4.8	55	87.3	0	0	0	0	5	7.9		

	Number of Moves T	Number of Moves P	Number of Moves PNA	Number of Moves TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	270	58	5	333	81.1	17.4	1.5

ANALYSIS: 930-5 Total

		T								P								PNA	
		Q		R		I		D		Q		R		I		D			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	18(2)																		
	17																		
2 3.2	13	1	.3	0		7	2.4	2	.5	0		0		0		0			
	18(1)																		
1 37.5	12	79	21	0		62	16.5	0		0		89	55.3	1	.6	0			
4 27.7	11	22	5.9	1	.3	21	21.5	0		0		23	14.3	41	25.5	0			
14 30.4	2	10	2.7	62 13	+16.5 -3.5	3	.8	26	6.9	0		0 0	+ -	3	1.9	0			
5 1.4	3	0		1 1	+.3 -.3	1	.3	2	.5	0		0 0	+ -	0		0		4	2.5
	Sub-total	112	29.9	78	20.9	156	41.5	30	7.9	0		112	69.6	45	28	0		4	2.5

90
64

55.9
37.8
2/3 1.9

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	376	157	4	537	70	29.3	.7

ANALYSIS: 914:1 Total

		T								P										
		Q		R		I		D		Q		R		I		D		PNA		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	18(2)																			
	17																			3.0
4	13	1	.6			6	3.4					1	3.0							
	18(1)																			63.5
64.3	12	15	8.5	10	5.7	97	55.1			8	24.2	13	39.3							9.1
6.3	11	1	.6			10	5.7					1	[illegible]	2	6.1					other
20.5	2	4	2.3	10 + 5.7 1 - .6		9	5.1	12	6.8			+ -				1	3.0			9/ 3.0 4 %
	3			+ -								+ -						4		3 9.1
	Sub-total	21	12	21	12	122	69.3	12	6.5	8	24.2	15	45.3	2	6.1	1	3.1	4	12.1	9.1

	Number of Moves *				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA*
GRAND TOTAL	176	26	7	209	54.2	12.4	[illegible]

* plus 3 other

ANALYSIS: 714.2 Total (No Segments)

		T								P								PNA		
		Q		R		I		D		Q		R		I		D				
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	18(2)																			
	17																			
4.2	13					9	4.2													
.9	18(1)					2	.9													
65.6	12	5	2.3	15	6.9	122	56.4			18	48.6	3	8.1	8	216					78.3
13.0	11					28	13.0							1	2.7					2.7
13.9	2	2	.9	5 1	+2.3 -.5	13	6.0	9	4.2	1	27	+ -		1	2.7	1	2.7			other 2/8.1
2.3	3			+ 5	 -2.3							+ –						2	5.4	2 5.4
	Sub-total	7	3.2	26	12.0	174	80.5	9	4.2	19	51.3	3	8.1	10	27.0	1	2.7	2	5.4	2 5.4

	Number of Moves				% of Total Moves		
	T	P	PNA*	TOTAL	T	P	PNA
GRAND TOTAL	216	33	4	253	85.3	13.0	1.6

*plus 2 other

ANALYSIS: 914:3 Total

		T								P									PNA		other	
		Q		R		I		D		Q		R		I		D						
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%	3/3.9 No	%
1.7	18(2)	4	1.7									3	3.7	1	1.3			5.2				
0.0	17																	0.0				
8.1	13	8	3.4			11	4.7					8	10.4	9	11.7			22.1				
3.9	18(1)	6	2.6			3	1.3					6	7.8	2	2.6			10.4				
44.4	12	2	.9	7	3.0	94	40.5			6	7.8	1	1.3	4	5.2			14.3				
20.6	11	20	8.6	1	.4	27	11.6			1	1.3	15	19.5	10	12.9			33.6				
17.2	2	4	1.7	16 7	+6.9 -3.0	4	1.7	9	3.9	1	1.3		+ -	2	2.6							
3.8	3				+ 1 -.4			8	3.4				+ 1 -1.3						4	5.2	3/1.3 3	3.7
	Sub-total	44	18.9	32	13.7	139	59.8	17	7.3	8	10.4	34	44.1	28	36.3				4	5.2	3	3.7

	Number of Moves *				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	232	70	4	309	75.0	22.7	[illegible]

* plus 3 other

* plus other

2 = 3.9

3 = 1.2

ANALYSIS: 914:4 Total

		T								P								PNA		
		Q		R		I		D		Q		R		I		D				
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	18(2)																			
	17																			
1.2	13					3	1.2													
	18(1)											1	1.3							1.3
47.1	12	25	10.2	2	.8	88	36.1			3	3.8	18	22.8	1	1.3					27.7
18.9	11	36	14.8	2	.8	8	3.3			2	2.5	25	31.6	6	7.6					41.7
31.5	2	6	2.5	42 2	+ 17.2 - .8	6	2.5	16	6.5	5	6.3		+ -	2	2.5	4	5.1			2/13.9
3.2	3			2 3	+ .8 - 1.2	1	.4	2	.8	1	1.3		+ -	1	1.3			7	[illegible]	3 3.8
	Sub-total	67	27.5	53	21.6	106	43.5	18	7.3	11	13.9	44	55.7	10	12.7	4	5.1	7	9	3 3.8

	Number of Moves				% of Total Moves		
	T	P	PNA+	TOTAL	T	P	PNA
GRAND TOTAL	244	69	10	323	75.5	21.4	3.2

+ including 3 other

ANALYSIS: 914.5 Total

		T								P								PNA		other	
		Q		R		I		D		Q		R		I		D					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	18(2)																				
	17																				
1.4	13					4	1.4							1	1.6					1.6	
.4	18(1)					1	.4														
53.6	12	25	8.9	12	4.3	113	40.4			15	23.8	14	22.2	2	3.2					49.2	
30.6	11	18	6.4	6	2.1	62	22.1					17	30.2	1	1.6					31.2	
12.[illegible]	2	1	.4	15 4	+5.4 -1.4	12	4.3	2	.7			+ -									
1.[illegible]	3	2	.7	+ -				3	1.1	1	1.6	+ -						8	127	2	3.2
	Sub-total	46	16.4	37	13.2	192	68.6	5	1.8	16	25.4	33	52.4	4	6.4			8	127	2	3.2

	Number of Moves *				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	280	53	10	343	81.6	15.5	2.9

* including 2 other

ANALYSIS: [illegible] Total

Subtotals No.	Subtotals %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No.	Subtotals %
2	.6	18(2)	1	.3			1	.3														
9	2.8	17	6	1.9	1	.3	2	.6					1	.9							1	.9
52	16.7	13	31	9.9	8	2.6	13	4.2			3	2.7	11	9.7							14	12.4
6	1.9	18(1)	4	1.3			2	.6					5	4.4							5	4.4
106	34.0	12	62	19.9	13	4.2	31	9.9			1	.9	54	47.8	7	6.2					62	54.9
39	12.6	11	17	5.4	9	3.0	13	4.2					10	8.8							10	[illegible]
85	27.1	2	[illegible]	9.0	43 + 7 -	13.8 2.2	7	2.2	[illegible]	1.9	1	.9	5 + -	4.4							2/	[illegible]
13	4.2	3	8	2.6	1 + 1 -	.3 .3			3	1.0	1	.9	+ –						14	12.4	3	.9
		Sub-total	151	48.3	83	26.7	69	22.4	7	2.9	6	3.4	56	46.0	7	6.2			14	12.4		

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	312	99	14	425	73.4	23.3	3.3

ANALYSIS: 92[illegible]: Total

		T								P										
		Q		R		I		D		Q		R		I		D		PNA		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	18(2)																			
4.2	17	5	2.1			5	2.1					3	3.4							3.4
15.3	13	19	8.1	2	.8	[illegible]	6.4			1	1.1	9	10.3							11.4
	18(1)																			
40.8	12	34	14.6	14	6.0	[illegible]	20.2			[illegible]	8.0	[illegible]	28.7							36.7
9.9	11	16	6.9	3	1.3	4	1.7			1	1.1	14	16.1							17.2
24.0	2	10	4.3	35 [illegible]	+ 15.0 - 1.7	7	3.0					 1	+ -1.1							2/1.1
5.5	3	3	1.3	 2	+ - .8	3	1.3	5	2.1	1	1.1	1 	+ 1.1 -2.3					[illegible]	14.9	7 10.3 3/4.5
	Sub-total	87	37.3	[illegible]	25.6	81	34.7	5	2.1	[illegible]	11.3	[illegible]	63					13	14.9	10.3

	Number of Moves				% of Total Moves		
	T	P	PNA +	TOTAL	T	P	PNA
GRAND TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	725	20.3	67

ANALYSIS: [illegible] Total

		T								P								PNA		
		Q		R		I		D		Q		R		I		D				
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	18(2)																			
	17											1	1.0							1.0
9.8	13	15	5.1	1	.3	13	4.4			2	2.0	13	12.6							14.[illegible]
	18(1)																			
21.7	12	33	11.1	14	4.7	41	13.[illegible]			5	4.9	20	19.[illegible]							24.3
24.2	11	51	17.2	2	.6	17	6.4			1	[illegible]	46	44.7							45.7
32.0	2	16	[illegible]	56 + 18.9 [illegible] -20		16	[illegible]		[illegible]			[illegible] + 1.0 1 -1.0								% of Grand N[illegible]
3.7	3	2	.6	1 + .3 -		2	.6	7	[illegible]			+ 1 -1.0		1	1.0			10	9.7	1 1.0 %[illegible]
	Sub-total	117	39.4	80	26.8	91	30.7	8	2.7	8	7.9	83	80.7	1	1.0			10	9.7	1 1.0

	Number of Moves				% of Total Moves		
	T	P	PNA*	TOTAL	T	P	PNA
GRAND TOTAL	276	72	10	397			

[illegible]

ANALYSIS: [illegible] Total

		T								P								PNA		
		Q		R		I		D		Q		R		I		D				
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	18(2)																			
	17																			
10.6	13	4	3.5	1	.9	7	6.2			1	2.7	4	10.8							13.5
.9	18(1)					1	.7													
21.3	12	6	5.3	1	.9	25	[illegible]			2	5.4	5	13.5							18.7
20.3	11	17	15.0	2	1.8	4	3.5					18	48.7							48.7
21.2	2	6	5.3	17 + -	15.0	7	8.0	[illegible]	.9			+ -								
10.6	3	1	.9	+ -		7	6.2	4	3.5	2	5.4	+ -		1	2.7			4	[illegible]	/1.1
	Sub-total	34	30.0	21	18.6	53	46.9	5	4.4	5	13.5	27	73.0	1	2.7			4	10.8	

	Number of Moves T	P	PNA	TOTAL	% of Total Moves T	P	PNA
GRAND TOTAL	113	33	4	150			

ANALYSIS: 923:5 Total

		T								P										
		Q		R		I		D		Q		R		I		D		PNA		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	18(2)																			
	17																			
10.3	13	18	98			1	.5					11	126							12.6
1.0	18(1)	1	.5	1	.5							1	11							1.1
34.2	12	37	20.1	8	43	18	9.8			7	8.0	39	44.8							52.8
7.5	11	3	16	1	.5	2	10	10	5.4			14	16.1							16.1 9.4
37.5	2	4	21	43 + 23.4 11 - 6.0		11	6.0			6	69	1 + 1.1 1 - 1.1								
6.1	3	3	1.6	2 + 1.1 -		1	.5	9	4.9			+ 2 - 2.2						5	5.7	
	Sub-total	66	35.7	66	35.8	33	17,8	19	10.3	13	14.9	69	77.0					5	5.7	

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	184	82	5	271			

ANALYSIS: 934-1

TOTAL

Subtotals			T								P										Subtotals	
			Q		R		I		D		Q		R		I		D		PNA			
No.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		18(2)																				
		17																				
		13																				
		18(1)																				
7	9.1	12	1	1.3	1	1.3	5	6.5	0		0		0		0		0					
7	9.1	11	6	7.8	1	1.3	0		0		0		3	17.6	0		0				3	17.6
49	63.6	2	5	6.5	2 0	+2.6 -	1	1.3	41	53.2	6	35.3	0 0	+ -	0		3	17.6			2/9	52.9
14	18.2	3	2	2.6	0 9	+ -11.7	1	1.3	2	2.6	0		0 0	+ -	0		1	5.9	4	23.5	3/1	5.9
		Sub-total	14	18.2	13	16.9	7	9.1	43	55.8	6	35.3	3	17.6	0		4	23.5	4	23.5		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	77	13	4	94	81.9	13.8	4.3

ANALYSIS: 934-2 Total

Subtotal			T								P								PNA		Subtotal	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
		13																				
		18(1)																				
43	19.6	**12**	20	9.1	1	.5	22	10	0		1	.9	17	15.6	0		0				18	16.5
82	37.3	**11**	77	35	2	.9	3	1.4	0		0		69	63.3	9	8.3	0				78	71.6
83	37.8	**2**	7	3.2	53 11	+24.1 -5.0	1	.5	11	5	2	1.8	0 0	+ -	0		1	.9			3/3	2.7
12	5.4	**3**	0		0 12	+ -4.5	0		2	.9	0		1 0	+.9 -	0		0		9	8.3	3/1	.9
		Sub-total	104	47.3	77	35.0	26	11.9	13	5.9	3	2.7	87	79.8	9	8.3	1	.9	9	8.3		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	220	100	9	329	66.9	30.4	2.7

ANALYSIS: 934-3

TOTAL

Subtotal No	Subtotal %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotals No	Subtotals %
		18(2)																				
		17																				
		13																				
		18(1)																				
51	15.7	12	35	10.8	0		16	4.9	0		0		32	19.5	0		0				32	19.5
107	32.9	11	100	30.8	3	.9	4	1.2	0		0		106	64.6	0		0				106	64.6
153	47.1	2	14	4.3	99 5	+30.5 -1.5	1	.3	34	10.5	8	4.9	0 0	+ -	2	1.2	2	1.2			2/12	7.3
14	4.3	3	1	.3	1 10	+.3 -3.1	0		2	.6	0		1 0	+.6 -	0		2	1.2	11	6.7	3/3	1.8
		Sub-total	150	46.2	118	36.3	21	6.4	36	11.1	8	4.9	139	84.7	2	1.2	4	2.4	11	6.7		

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	325	153	11	489	66.5	31.3	2.2

ANALYSIS: 934-4 TOTFL

Subtotal No	Subtotal %		T Q No.	T Q %	T R No.	T R %	T I No.	T I %	T D No.	T D %	P Q No.	P Q %	P R No.	P R %	P I No.	P I %	P D No.	P D %	PNA No.	PNA %	Subtotal No	Subtotal %
		18(2)																				
		17																				
		13																				
		18(1)																				
1	1.6	12	0		0		1	1.6	0		0		0		0		0					
3	4.8	11	0		0		3	48	0		0		0		0		0					
40	64.5	2	2	32	0 0	+ -	1	1.6	37	59.7	2	33.3	0 0	+ -	0		0				2	33.3
18	29.0	3	2	3.2	1 7	+1.6 -11.3	2	3.2	6	9.7	2	33.3	1 0	+16.7 -	0		1	16.7	0		4	66.7
		Sub-total	4	6.4	8	12.9	7	11.2	43	69.4	4	66.6	1	16.7	0		1	16.7	0			

	Number of Moves T	Number of Moves P	Number of Moves PNA	TOTAL	% of Total Moves T	% of Total Moves P	% of Total Moves PNA
GRAND TOTAL	62	6	0	68	91.2	8.8	

ANALYSIS: 934-5

TOTAL

Subtotals			T								P								PNA		Subtotals	
			Q		R		I		D		Q		R		I		D					
No	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
		18(2)																				
		17																				
		13																				
		18(1)																				
47	19.7	12	16	6.7	0		31	13	0		0		34	33.3	0		0				34	33.3
67	28	11	37	15.5	1	.4	29	12.1	0		0		42	41.2	0		0				42	41.2
104	43.5	2	0		43 + 10	18 -4.2	12	5.0	39	16.3	8	7.8	0 + 0 -		1	1.0	2	2.0			2/11	10.8
21	8.8	3	0		0 + 14	-5.9	2	.8	5	2.1	1	1.0	2 +2.0 3 -2.9		2	2.0	0		7	6.9	3/8	7.9
		Sub-total	53	22.2	68	28.5	74	30.9	44	18.4	9	8.8	81	79.4	3	3.0	2	2.0	7	6.9		

	Number of Moves				% of Total Moves		
	T	P	PNA	TOTAL	T	P	PNA
GRAND TOTAL	239	95	7	341	70.1	27.9	2.1